DOCUMENT RESUME

ED 312 656 CS 212 148

AUTHOR Chan, Diana R.
TITLE A Collegial Approach to the Redesigning of a Writing Program for Grades K-5.
PUB DATE 89
NOTE 150p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Basal Reading; Content Area Writing; Elementary Education; *Elementary School Teachers; *Holistic Evaluation; Motivation Techniques; Practicums; Program Evaluation; Teacher Participation; Teaching Methods; Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS Writing Development

ABSTRACT

This practicum addressed the expressed need to help teachers become familiar with the writing process and to provide the staff with ways to incorporate more writing (composition) into their elementary (K-5) classrooms. The objectives included educating the teachers in the writing process so they could feel more comfortable in teaching the new writing techniques and developing a writing program appropriate for elementary students that would focus on the enjoyment and continual improvement of writing skills. A series of inservice training sessions on holistic scoring as well as utilization of the "buddy" system and the basal reader for the teaching of reading were implemented. Also, a writing team developed monthly writing hints and helped to collect writing samples. Of the 13 teachers who participated in the writing program, 13 are now aware of the writing process; 11 can successfully use the buddy system in writing; and 12 can successfully use the basal reader to teach writing. Of the 1,404 writing samples collected, 718 students scored outstanding or satisfactory. Of the 51 students participating in a county writing assessment, 36 received a satisfactory grade. (Nine tables of data are included; 38 references and 21 appendixes containing scores, pre- and post- participation survey, holistic scoring instrument, writing samples, and inservice training agendas are attached.) (KEH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED312656

P R A C T I C U M

REPORT

Center for the
Advancement of Education
Ed.D. Program

A Collegial Approach to the Redesigning of a Writing Program for Grades K-5

Diana R. Chan

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Diana R. Chan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

3301 College Avenue
Fort Lauderdale, Florida 33314
305/475-7300

CS212148

N O V A U N I V E R S I T Y

BEST COPY AVAILABLE

NOV 1 0 1989

A Collegial Approach to the Redesigning of a Writing Program for Grades K-5

by

Diana R. Chan

Cluster XIX

A Practicum II Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1989

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifer: Margaret Ashley
Margaret Ashley

Elementary teacher, grade 5

Administrative Assistant

Fort Myers, Florida
Address

7-17-89
Date

This practicum report was submitted by Diana R. under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

9-1-89
Date of Final Approval of Report

Mary Ellen Sapp
Mary Ellen Sapp, Ph.D.
Adviser

NOV 1 0 1989

ACKNOWLEDGMENT

I wish to acknowledge Margaret who always has an encouraging word and good advice.

TABLE OF CONTENTS

Page

ACKNOWLEDGMENT. iii

TABLE OF CONTENTS iv

LIST OF TABLES vi

ABSTRACT. vii

Chapter

I. INTRODUCTION 1

Description of Community. 1
Writer's Work Setting and Role. 2

II. STUDY OF THE PROBLEM 3

Problem Description. 3
Problem Documentation. 4
Causative Analusis 7
The Related Literature 9

III. ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS. 28

Statement of General Goals 28
Behavioral Expectations. 28
Standards of Performance 29
Evaluation Instruments 30

IV. SOLUTION STRATEGY. 35

Discussion and Evaluation of Solutions . .35
Description of Selected Solutions. 41
Report of Action Taken 44

V. RESULTS, CONCLUSIONS AND RECOMMENDATIONS .56

Results. 56
Conclusions. 67
Recommendations. 75
Dissemination. 76

REFERENCES 77

Appendices

A. LETTER OF SUPPORT FROM PRINCIPAL 84

B. FOURTH GRADE WRITING ASSESSMENT SCORES . .86

C. PRE AND POST PARTICIPATION SURVEY. 88

D. HOLISTIC SCORING INSTRUMENT 90

E. WRITING SAMPLES USED FOR TESTING OF HOLISTIC SCORING SKILLS. 92

F. TEACHER'S PARTICIPATION FORM FOR RECORDING THE FREQUENCY OF USAGE OF THE BUDDY SYSTEM AND BASAL READER DURING THE TEACHING OF THE WRITING PROCESS. 99

G. WRITER'S FORM FOR RECORDING THE TEACHERS' FREQUENCY OF UTILIZATION OF THE BUDDY SYSTEM AND THE BASAL APPROACH TO THE WRITING PROCESS. 101

H. REVISED HOLISTIC SCORING INSTRUMENT. . . 103

I. AGENDA FOR IN-SERVICE TRAINING ON HOLISTIC SCORING 105

J. AGENDA FOR IN-SERVICE TRAINING ON THE BUDDY SYSTEM 107

K. AGENDA FOR IN-SERVICE TRAINING ON THE USE OF THE BASAL READER FOR TEACHING WRITING ACTIVITIES. 109

L. SEPTEMBER IDEAS. 111

M. OCTOBER IDEAS. 114

N. NOVEMBER IDEAS 116

O. DECEMBER HOLIDAY MAGIC 118

P. JANUARY HINTS. 124

Q. FEBRUARY HINTS 127

R. MARCH HINTS. 130

S. APRIL HINTS. 133

T. PRIMARY HOLISTIC SCORING INSTRUMENT. . . 136

U. MAY/JUNE HINTS 138

LIST OF TABLES

Table		Page
1	Fourth Grade Writing Assessment.	.5
2	Results of Teacher Participation Survey. . . .	.6
3	Results of Pre-Participation Survey.	56
4	Results of Post-Participation Survey	58
5	Results of Teacher Evaluation of Holistic Scoring Instrument	60
6	Teachers' Utilization of the Buddy System in Writing	61
7	Teachers' Utilization of the Basal Reader Approach to Teaching Writing	63
8	Results of the Evaluation of Writing Samples Using Holistic Scoring	64
9	Results of the County Fourth Grade Writing Assessment	66

ABSTRACT

A Collegial Approach to the Redesigning of a Writing Program for Grades K-5. Chan, Diana R., 1989: Practicum Report, Nova University Ed.D. Program in Early and Middle Childhood Education.
Descriptors: Curriculum Enrichment / Writing Instruction / Teacher Participation / Motivational Techniques / Holistic Evaluation / Writing Processes / Content Area Writing / Primary Education / Intermediate Grades

This practicum addressed the expressed need for helping teachers become familar with the writing process and providing the staff with ways to incorporate more writing (composition) into their elementary (K-5) classrooms. In a review of the literature the writer found that teachers were more apt to accept a new program if they had had a part in its inception. In order to successfully teach writing it was necessary for the teachers to have a thorough understanding of the various components of the writing process. A pre-participation survey indicated that most teachers were unaware of the writing process and were not teaching writing on a regular basis.

The writers goals were: (1) to educate the teachers in the writing process so they could feel more comfortable in teaching the new writing techniques; and (2) to develop a writing (composition) program appropriate for elementary students (kindergarten through fifth grades) that would focus on the enjoyment and continual improvement of writing skills. In addressing these goals, the writer implemented a series of in-service training sessions on holistic scoring, use of the buddy system and use of the basal reader for the teaching of reading. A writing team (consisting of volunteers) developed monthly writing hints and helped to collect writing samples.

Of the 13 teachers who participated in the writing program, 13 are now aware of the writing process; 13 are appropriately using an holistic scoring instrument; 11 can successfully use the buddy system in writing; and 12 can successfully use the basal reader to teach writing. Of the 1,404 writing samples collected, 718 students scored outstanding or satisfactory. Of the 51 students participating in a county writing assessment, 36 received a satisfactory grade.

CHAPTER I

INTRODUCTION

Description of Community

The elementary school where this practicum took place is located in the southeastern section of the United States. The elementary school is part of a county school system with a total enrollment of approximately 38,000 students. The elementary school is one of the oldest schools in the county. It is a two-story building located in an older area of the city. It presently houses 356 students.

The demographics of the surrounding neighborhood have greatly changed, and there is a highly transient population. Since the school boundary lines have not been changed, there has been an increase in the minority population, causing the school's minority population to be at 63%. It is considered to be one of the district's inner city schools.

The elementary school has 14 classroom teachers plus 8 itinerant personnel. The itinerant personnel cover such areas as music, art, physical education, guidance, speech, psychological services, health care and school resource officer (police). Itinerant personnel are not in the building on a full time basis.

There are also four other teachers who are not directly involved in the classrooms. This practicum addressed the 13 regular classroom teachers. Two of the 13 teachers are members of a minority group, and one is male. The least amount of teaching experience is 5 years, and the most is 25 years. There is 1 principal and no assistant principal.

Writer's Role, and Responsibilities

The writer is in her 20th year of teaching. She holds a bachelor of science degree in music education and a master's degree in elementary education. She has taught elementary music, first, fourth, and fifth grades and K-3 summer school classes.
She serves as the school's reading and social studies contact person. She helped to develop the school's homework policy.

The writer is the vice-president for the county's social studies council. She also served as one of writers for the county's elementary social studies curriculum, rewriting elementary curriculum to correlate with the new state standards for social studies.

She serves her own city by sitting as a member of its educational advisory board.

CHAPTER II

STUDY OF THE PROBLEM

Description of the Problem Situation

For the past 3 years the county has given a writing assessment test to all its fourth grade students, approximately 2,300 students. The test consisted of a given topic and two questions about the topic. The paragraphs were scored holistically by three different teachers. However, in the past year at this elementary school, there had only been only 21 out of 59 students tested receive a satisfactory grade.

Since the writing assessment was given in the fourth grade, it was the fourth grade teachers who were primarily affected. However, the writing program of the entire school was in question when there was such a failure in the fourth grade.

An apparent cause for low writing assessment scores was the lack of a uniform writing program in the school. There was no specific language program in the school, thus no apparent spiral effect from one year to the next. A recent language book adoption had been done by the county, but books were only bought on a limited basis and to date they were only at one grade level, second grade.

Also, another apparent cause for low writing assessment scores was that the administrative staff had failed to tap the potential resources of the teachers by failing to get their input on curriculum issues. All ideas on any curriculum were brought in by specialists outside the immediate school.

Briefly stated then, the problem was that many fourth grade students had difficulty writing which drastically limited the number of students able to pass the county writing assessment test, placing this particular elementary school at the bottom of all 28 schools in the county.

Documentation of the Problem

The director of elementary education visited the school and told the principal that something had to be done about the students' writing scores. The writer acquired a statement from the principal (see Appendix A). Also, the writer used the test scores from the fourth-grade writing assessment tests which gave a county-wide and school-wide view (see Appendix B). The results of the writing assessment tests are indicated in Table 1.

Table 1

Fourth Grade Writing Assessment

	Results		
	Unsatisfactory	Satisfactory	Outstanding
	School average		
1986	19	29	0
1987	7	42	1
1988	38	21	0
	District average		
1986	714	1,758	76
1987	383	2,328	61
1988	969	1,709	105

Teachers were surveyed to find the exact amount of time they actually spent on the writing process (see Appendix C). All questionnaires were returned. The results of the teacher participation survey appear in Table 2.

Table 2

Results of Teacher Participation Survey

	Responses		
	Somewhat	Yes	No
Awareness of writing process	5	4	4
Need for training on writing process	1	8	4
Feel children should write every day	3	9	1
Provide children the opportunity to write daily	1	0	12
Provide children the opportunity to write twice weekly	1	7	6
Use writing in other disciplines	7	3	3
Familiar with holistic scoring	1	8	4
Need for training in holistic scoring	1	10	2
Awareness of buddy system in language arts	1	5	7
Use buddy system in language arts	1	2	10
Need for training on buddy system	1	7	5
Use basal reader as basis for creative writing	1	8	11
Need for training using basal reader	1	11	1
Awareness of fourth grade writing assessment testing	3	9	1

Analysis of the Causes

There appeared to be a number of causes for the writing difficulty in the fourth-grade.

1. The low socioeconomic level of students. Parents either were working two jobs and had little time for the students, or the parents themselves were often illiterate.

2. This specific elementary school had a highly transient population. Its total population was 356 students, however, there were 287 students who had withdrawn during the 1988-89 school year. Often a child would be tested who had not had the benefits of a full year in the same school or school system.

3. This school had a high minority population which spoke "Black English." Since students did not speak correctly and did not hear correct English at home, it was even more difficult for them to write correct English.

4. Many students suffered from a very unstable home life. Many were from broken homes and were often left by themselves. They had little interaction with their parents or guardians.

5. Many students appeared to lack moral values. Many of these children viewed the better life from seeing their families using and/or dealing drugs. A

small percentage of the minority children were very well off and they were attracted to the materialistic world. These children knew that the people dealing in drugs had no education but were still doing better, monetarily, than many people who had a good education. So these children found no reason to work in school. School was just a place to endure, until they were expelled or quit.

6. Teachers were bogged down with massive paper work and felt the stress of performing well on tests. Extra time was spent to get the students through the reading and math books. Thus something had to suffer and often writing fell into that category.

7. There was a lack of a unified language program in the school. Last year the county adopted new language books that addressed the writing process. However, it was too expensive to purchase the books for all grades. To date only second grade had the newer books.

8. There appeared to be a lack of cohesiveness among the faculty at the school. The school had never had committees to actually spend some of their free time on school-related problems. Everyone kept to themselves and did not work well together. As usual, a certain few did the work, and then it was not accepted by the total staff.

Relationship of the Problem to the Literature

For the purposes of this practicum, the review of the literature focuses on improving the writing process.

The usual procedure for a composition lesson is for the teacher to assign a stimulating topic, have the students write, warn them about proofreading their papers, then go over their papers in red ink marking all the mistakes. This procedure has given way to the new writing process. Today's modern writing program is now known as the writing process and it consists of many of the following parts: (a) prewriting and composition; (b) writing; (c) skill instruction; (d) editing; (e) publishing; and (f) evaluation (Hillerich, 1985). Most language books for the elementary school are now including chapters covering the writing process.

Former Secretary of Education Bennett (1986) wrote that "writing is more than the dispensing of information; it is the reorganization and transmission through revision, editing, and rewriting" (p. 27). He also mentioned that the National Assessment of Educational Progress reported that children simply cannot write. Bennett attributed this to the fact that children are confusing writing with filling in the

little blanks of the grammar lessons. Because of this, children are unable to do the thinking that is associated with the writing process. Heibert and Calfee (1989) stated that "Citizens in the 21st century will not be judged by their ability to bubble in answers on test forms" (p. 54).

Unfortunately many teachers, still unacquainted with the writing process, are hesitant to leave their grammar lessons and venture into the real world of writing. Henkins (1984) posed twelve questions that are frequently asked about writing programs. The answers to these questions will be attempted in the following literature review:

> (a) how do I start; (b) what materials are needed; (c) how do I find time; (d) can children write without assigned topics; (e) what do I do when a child cannot spell a word; (f) what is sharing time; (g) does everything have to be rewritten; (h) how can I find time to teach the skills in language arts; (i) how do I publish writing; (j) how do parents feel; (k) how do I grade papers; and (l) now that I know how to start, am I brave enough to begin?
>
> (p. 1-10)

In years gone by the casual observer was awed by the examples of children's artwork covering the vast bulletin boards of an elementary school. Nowadays it is the writing samples that cover those same boards, and both adults and children pause to read their contents (Kirby, Latta & Vinz, 1988).

A timely approach to the writing process is to involve parents as much as possible. Many parents already take an active interest in their child's writing. But some will need direction from the teacher. Anderson (1971-1981) found the key to parent involvement was through the use of send-home worksheets and projects which could be worked on by both the student and the parents.

"Writing is a catalyst for learning" (Jenkinson, 1988, p. 716). Students explored a topic then find the need to do additional research. Writing took on a multidisciplinary approach. Students and teachers learned that writing takes place within all the study areas, not just "writing" class.

Simpson (1986) wrote that the writing process promoted teachers to be instructors, listeners, and commenters. The new writing process redefined the teacher's role. Graves (1983) added that it was is important for the teacher, herself, to write with the

children. Once children see that the teacher places a value on writing, they settle down and begin to write.

Simpson (1986) reported that students will communicate their needs to the teacher. The teacher, in turn, must aid the students by helping to clarify their thinking. Oshima and Craven (1988) talked about students' conception of good writing. Students felt that they needed to focus on correct spelling, grammar and punctuation. As a result, their focus was rarely on the content of their writing.

In the new writing process, the teacher will be needed to help with revisions and as a sounding board. Gone are the red pens; writing is now a more humanistic effort with student and teacher communicating to each other (Simpson, 1986),

Kirby et al. (1988) found that there was a shift in the focus of the classroom away from the teacher as a knowledge-giver to the student as a meaning maker. Some functions of writing can serve to develop students' thinking abilities, to grasp meaning in the content areas, and to increase their own awareness of their particular involvement with the writing process.

Kirby et al. (1988) felt that the writing curriculum should emphasize six distinct characteristics. They are: (a) ownership; (b) rendering experience into words; (c) the effective use

of the narrative; (d) the importance of context; (e) a supportive environment; and (f) elaborated and more flexible use of process based pedagogy.

In the new process approach to writing, topic selection is an often argumentative point. Marzano et al. (1988) discussed that fact that that process approach writing contrasted dramatically with rule-based writing instruction. Students were expected to have long-term memory and background knowledge for the writing process. Teachers are to encourage students to write about topics from which they had a strong experience base, or be prepared to provide the students with the opportunity to develop their background knowledge. Oshima and Craven (1988) reported that teachers were often accustomed to the old assigned topics and feared that students will be unable to come up with worthwhile topics. The students often lacked sufficient knowledge about the topic to write well. However the advocates of the new writing approach feel that students write best about what they personally know the best. Obviously, there needed to be a balance between the two opinions (Lee, 1988). Writing no longer centered on the written product but on the 3 domains: knowledge of language, topic and audience (Murray 1985). Graves (1983) stated that the balance can be maintained by beginning self-selection

in the lower grades. As the students' abilities increase, the shift can be made to teacher-assigned topics. Third and fourth grade is the time to begin introducing interest-area writing. Each student in the class can select one topic on which to be the classroom resource person. McEachern (1986) discussed the fact that most students are unaware of how to write a report. They only know how to copy from an encyclopedia. One way to reach this independent phase is to preface it with much collaborative, or group writing.

Slavin (1987) discussed cooperative learning as a set of instructional methods in which students work in small mixed-ability learning groups. Usually the groups worked for a specified goal. Slavin felt that by students working together toward a common goal, academic work became an activity valued by peers. It motivated students to do their best and to help one another learn.

Using a group composition as a model would enable the students to work through the steps of the writing process together and produce a common product. The prewriting stage may be directed by the teacher to ensure everyone understands the common goal. The teacher would have the role of discussion leader and would copy down ideas on the board or overhead

projector. Next the students can dictate sentences which the teacher would again copy for total student visibility. The teacher always reminded the students that it was a first draft and up for revision (McEachern, 1986). Later on the revision stage would take place, probably in a group situation. Next would be the proofreading. This served as an excellent time for the teacher to incorporate the grammar lesson. Success would be indicated when an individual report was made showing evidence of successful completion of all the writing process steps (McEachern, 1986).

A Chicago teacher, Bulik (1988), wrote of her experience with the writing process in an inner city school. The students were extremely undisciplined and only wanted to use their slang both in their speech and written work. Her breakthrough came when she read a poem to the class. The poem was about their own substandard living conditions. From the reading of the poem they began to understand oral expression; and their cursive skills improved as they copied various poems that held their interest.

There are two distinct lines of thinking about the subject of "race" and writing. The first was a dialectical approach. The students needed to grasp their own historical importance through using language. This technique would enable the students to express

their private ideas and feelings openly. The second approach to the problem would be that of role-playing. Ideas and feelings would now be available for all to hear (Piper, 1987).

To begin the writing process, Bulik (1988) used the buddy system. Slowly the sentences improved. A reluctant student was interviewed, and later Bulik wrote down some of his own text. This convinced the student that he could make sense out of the writing projects. The student took a tape recorder and began interviewing others and writing the results!

Another teacher, Hanson (1988), used the buddy system and results were the publication of a student literary magazine. Students were so much into the writing process that they would spend their time before school and during lunch writing the articles. Hanson stressed the fact that the school had a rather transient student population, and this writing effort helped to establish student self-esteem.

Reading, writing, and thinking are essentially social in nature. Because of this, it was necessary that apprentice writers acquire a sense of audience by actually having other people respond to their writing. When others read their work, the writers got the feedback that they needed to continue working on their skills (Hunt, 1987).

Marzano et al. (1988) stated that students are encouraged to see writing as a purposeful activity in which they write for real audiences, rather than just an activity for the teacher. Their works were to be published, displayed, presented, enacted, or somehow transmitted to the intended audience.

Vibert (1988) took a step into technology with the collaborative approach to writing by utilizing word processing skills on a computer. Two students saw two-sentence scenarios on a screen and had to decide on the communication between the two characters. By seeing the dialogue on the screen the students were much more able to merge their thoughts than had they been forced to pass a piece of paper back and forth between them. Also, the screen enabled them to become more immersed in the characters.

The ability to revise is a characteristic of good writers (Kurth, 1987). Yet, Murray (1978) found that "revision is the least researched, least examined, least understood, and usually-least taught aspect of the writing process" (p. 85). Fitzgerald and Markham (1987) defined revision as the ability to identify discrepancies between intended and actual text and to know how to make desired changes. Marzano et al. (1988) suggested that reviewing may also be an unplanned action which was triggered by a sense of

something wrong in the text. It could be something which was grammatically, syntactically, or rhetorically in error, thus causing the writer to pause and reevaluate his work.

The modern use of computers and the word processor would enable students to reduce their frustration by reducing the recopying, and facilitating the reading of the text by producing neat copies. Students who used a computer would stay with the composition a longer period of time and make more revisions (Kurth, 1987).

Suhol (1986) expanded on the advantages of the computer by suggesting that the use of a word processor also made possible a different principle of revision which is called the principle of addition: add first, delete later. He also commented on the advantages of spelling checkers. The students had more confidence in writing if they knew their mistakes would be corrected. Students could concentrate on ideas rather than basic spelling.

Sununu (1986) presented an opposing view of technology in the writing process. He reported that the United States spends more money per capita on education than most other industrialized nations. However, with all the money (more than a billion dollars) in purchases and donations nationally, schools have generally not become more productive through the

use of technology. The National Governors' Association has a Task Force on Technology which responded that states should establish and improve training programs for educators on cost-effective ways to use educational technology. Another recommendation was that states should make technology more readily available to students from low-income families. It seemed that if the teachers and students had more time with computers, their efficiency would improve. The problem was twofold: supplying the great number of computers and convincing the educators of their worth.

Another aspect of the writing process was that of evaluation. Hiebert and Calfee (1989) discussed the use of the wealth of assessment data that teachers themselves can provide about their students. Standardized testing was much different from the assessment of writing in which the student must produce and arrange information so that others would comprehend the student's intent.

The majoritiy of today's teachers still look upon evaluation as a long process of correcting all mistakes with red ink. The new writing process, however, could utilize a variety of scoring instruments which wouldgreatly speed up the grading process. One such evaluative instrument was that of holistic and categorical rating. Wilkinson (1983) stated that

content, organization, vocabulary, grammar, and mechanics each received a separate score on first and last drafts. With a little practice, a teacher could quickly go through a stack of papers giving a holistic score to the composition.

Wilkinson (1983) however, expressed a dissatisfaction with a simple holistic and categorical rating claiming that it was impossible to really appreciate the unique qualities of a child's work without having knowledge of the child. Wilkinson strongly commented that the use of writing tests was only a way to get teachers to teach writing. By evaluating only the final product, the impartial evaluator fails to see the actual complexities that went into the writing process itself. Samway (1987) also agreed that there should be no formal testing of children's writing. Suhor (1988) summarized testing as follows:

> Testing students' knowledge of content is important, but evaluation of student progress in English can never be reduced solely to content testing. Students 'know" English when they 'do' English well - stating significant ideas clearly in discussions, writing (and revising) with power and grace, reading with insight and enjoyment. (p. 52)

Various Established Writing Programs

Green (1986) studied a British form of writing classes and discovered that students were taught "utility" writing. Utility means writing to communicate knowledge about a subject or writing to develop a record of knowledge to be remembered. Daily or weekly diaries were kept. Writing skills were taught on an individual basis. One of the requirements for the British schools was that each subject required a different booklet. The collected works were a ready-made record of the student's achievement. It appeared that more writing seemed to be taking place in the British schools than in the American ones. Green said, "I have never been in classrooms where so many writing requirements were so positively accepted by the children. Perhaps one of the subtle lessons here was in relation to expectations. When teachers commonly expect more, then children commonly produce more" (p. 379). This theory formed one of the criteria for effective school literature: high expectations bring about high achievement.

In the early 1980's the Denver Public Schools faced a serious problem with their educational system and sought a way to revise their curriculum. Teachers were being blamed for low test scores and the teachers,

in turn, blamed the administrators, parents, and school board. The various problems were:

> (a) public dissatisfaction with overall literacy skills; (b) the business community was not happy with the literacy skills of the graduates who later went to work in their companies; (c) teacher burnout; (d) white flight)the white population leaving the city schools to attend schools with a smaller minority population; and (e) the administration was dissatisfied over the lack of effectiveness of attempts of change (Clark, 1987)

Because of the problems, the Denver Public Schools Whole-Language Program was established. National experts were brought in. A new language arts curriculum was developed. In-service activities were scheduled. A link to local colleges was begun. The purpose of this new program was to focus on whole texts instead of individual skills. Through this program the children would be using texts that held their interest, and the individual skill teaching would evolve when it was necessary. The assumption was that pupil-chosen material would hold interest better than teacher-chosen material. There would no longer be spelling, grammar or reading books (Clark, 1987).

Because of the apparent revolutionary implications of this type of teaching, teachers were given a probationary period of 3-to-5 years that they could be free of the old curriculum code, as well as free from most testing. Clark (1987) listed the reasons for the apparent success of the program: (a) the Hawthorne effect ["...any situation in which the experimental conditions are such that the mere fact that the subject is participating in an experiment or is receiving special attention tends to improve performance (Borg & Gall, 1983, p.215)]; (b) timing; (c) strong advocates of the whole language program both in the administrative and teaching staff; (d) the good reputation of the experts; and (e) parental support.

But the program, implemented in 1984, was not without problems. Troubles began creeping into the program: (a) there was a worry that children were not learning the basics; (b) distention among the teachers, as it appeared the whole-language teachers were receiving preferential treatment; (c) various groups called the program racist; (d) the community became suspicious; (e) the whole language teachers were again under a lot of pressure to ensure high expectations; and (f) some supportive administrative staff retired (Clark, 1987).

Clark (1987) elaborated on the difficulties of the new program in relationship to a system and change. A system is self-governing, using feedback from the environment. A system requires a certain range of flexibility in order to survive. All systems would resist change. Clark made the point that it was not possible to get people to do what the system wanted but it was possible to deliver conditions which would encourage the creation of the desired behavior.

The conclusions reached were that the teachers must be given a range of flexibility, a measure of expectations, and then the teachers must be left to carry out their duties. Suggestions were made that on a regular basis teachers and administrators would exchange places, team or part-time teaching would be encouraged, kits or long-range programs would not be adopted, and specific professional performance would be expected (Clark, 1987).

A third program reviewed was the Bay Area Writing Project of California. This program was fashioned after the whole-language approach. Teachers decided that language should not be taught as a separate subject; but incorporated into the total language arts program. Teachers agreed that students should be writing every day, and their spelling lists should evolve from their writing. But the teachers were under

constraints to utilize the basal reading program and still be responsible for the reading testing. So the teachers decided to develop a language program using the basal reading system (Buckley, 1986).

Teachers used the buddy system and incorporated the writing process techniques such as prewriting, writing, revision, publication, and sharing. For example, children would just look at the illustrations in the story and develop their own story before even reading the actual story. Children would read aloud to each other, as well as silently. After the reading comprehension questions were devised by the students. Various techniques were used to hold student interest: (a) write a sequel to the story; (b) change time, setting; (c) write a letter to the main character in story; (d) draw cartoons; (e) write in their journals about their personal feelings of story; and (f) develop a vocabulary list (Buckley, 1986).

The final program was the Cummins Engine Foundation Writing Project (CEFWP). It was defined as a writing-across-the-curriculum program established by a major grant to Indiana University. It was to be used in nine school corporations in and around its major plant in Columbus, Indiana. This was a program whose goal was to extend writing opportunities to the largest

possible number of students within the cooperating schools (Leopold & Jenkinson, 1988).

Teachers and administrators were given summer seminars studying the writing process, doing some actual writing themselves, sharing their work, planning the programs for the individual schools, and planning in-service activities (Leopold & Jenkinson, 1988). After using CEFWP, questionnaires were sent out and conclusions were made, based on the 79.5% return. Some results were that teachers who had previously not actually given writing assignments were now giving more opportunities for the students to write. Another conclusion was that elementary teachers tended to use journals more than did middle or high school teachers. Holistical scoring of writing samples before and after the project indicated some degree of improvement, but the intent of CEFWP was not to raise scores; but to have more students write. Teachers attitudes toward writing changed. Writing became more important throughout the entire school building. Negative points were that some teachers had difficulty writing-across-the-curriculum. Teachers also had mixed emotions about the cessation of using the grammar and spelling texts.

A common thread appeared to run throughout all the writing programs, and although it may sound simplistic

it is the foundation for all children to improve their writing skills: "Writers learn to write by writing" (Oshima & Craven, 1988).

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

There were two general goals for this practicum. The first goal was to educate the teachers in the writing process so they could feel more comfortable in teaching the new writing techniques. The second goal of this practicum was to develop a writing (composition) program appropriate for elementary students, kindergarten through fifth grade, that would focus on the enjoyment and continual improvement of writing skills.

Behavioral Expectations

The following behaviors were expected at the completion of this practicum:

1. Classroom teachers would demonstrate success using the new writing process and incorporate it into the language arts lessons and produce writing samples appropriate for their grade level.

2. Classroom teachers would demonstrate success using the holistic scoring instrument (see Appendix D)

for evaluating writing samples by utilizing the holistic scoring instrument to evaluate their student's writing samples.

3. Classroom teachers would demonstrate success using the buddy system for teaching writing revision by producing writing samples in which the students had used the buddy system.

4. Classroom teachers would demonstrate success using the basal reader as a springboard for writing ideas by producing writing samples which focused on basal stories.

5. Four out of five students in kindergarten through fifth grade would demonstrate success in writing compositions appropriate for their grade level.

6. Fifty percent of the fourth grade students would demonstrate success on the fourth grade writing assessment test given in the spring.

Standards of Performance

The following standards of performance were to used to measure behavioral expectations:

1. Classroom teachers were provided with a pre and post-participation survey regarding their knowledge of the new writing process (see Appendix C). Teachers were to indicate both an increased knowledge of the

writing process and an increase in amount of time spent on teaching writing.

2. A holistic scoring instrument for scoring writing samples would be utilized by one hundred percent of the classroom teachers (see Appendix D).

3. Through the use of the buddy system to teach peer conferencing for writing revision, 80% of the classroom teachers would indicate success in the revision process.

4. When provided with motivational activies for using the basal reading stories for writing activities 100% of the classroom teachers would have used at least ten basal reading stories for promoting writing activities.

5. Eighty percent of the students would receive at least a "2" on a holistic scoring guideline of 0-4 (see Appendix D).

6. In the spring, 50% of the fourth grade students would receive a passing grade on the county fourth grade assessment test.

Assessment Instruments

The following assessment instruments would be used to measure the standards of performance:

1. The pre and post participation survey consisted of 10 questions regarding the teachers'

knowledge and participation in a writing (compostion) program (see Appendix C).

2. Teachers would practice evaluating similar writing samples. Teachers would be given five "test" papers to evaluate and would need to holistically score four out of five papers with a similar scoring (see Appendix E).

3. Teachers would be provided with a form on which they would indicate what type of buddy system they successfully utilized (see Appendix F). The writer would visit each teacher and record each teacher's results in a log (see Appendix G).

4. Teachers would be provided with a form on which they would indicate what type of basal reading activity they successfully utitlized (see Appendix F). The writer would visit each teacher and record each teacher's results in a log (see Appendix G).

5. Each month, six random samples would be taken from each of the 14 classrooms. The classroom population would be divided into high, average, and low abilities. Two samples would be taken from each group. Papers would have been holistically scored by teacher and would be reevaluated by writer.

6. The county would provide a team of teachers (Primary Specialists) to holistically score each sample for the county fourth grade writing assessment test.

A log would be kept during the implementation of the practicum. The log would be a record of unexpected events which occur. These events could include both positive and/or negative unexpected deviations from the original plan. Included in the log would be a form (see Appendix G) for recording teacher participation in the use of the buddy system and the basal reader approach to writing. This log would also include a section for recording additional information requested, problems or hints that worked in the writing process.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solution

Since there was no specific writing program at the writer's school, it was up to her to work with the staff to develop a program that would work and be used at the school. Fischer (1988) wrote that teachers are the key to school renewal. He suggested that a school's renewal process often involved a certain degree of risk-taking and shaking up the status quo. When a school culture was in trouble, it was essential to know that no one group is responsible; and no one group alone could change a school-all needed to be involved in reshaping it. Once a group became active in renewal, the group became like a crusader. Small changes lead to larger ones, test scores improved parents are happy, and a positive image was restored.

Purinton (1987) questioned the use of in-service activities to increase student achievement. He stated that too often the school district missed the mark by assuming that all personnel had the same problem and that all personnel needed the same training. This

observation led to the more recent trend of school-based in-service activities and/or staff development. This helped to maintain that the school should be the primary unit of change, not the district or the individual.

Purinton (1987) told a Northern Florida elementary school where staff members felt that the school needed to improve their classroom discipline procedures and establish school-wide policies for behavior and conduct. The whole staff was committed to this problem. Through a series of school-based in-service activities, the school was able to improve its discipline and the by-product was an increase of student time-on-task. This resulted in gains in student achievement at all levels.

The authors cited here have stated ideas that relate to the writer's school. The fact that the grades on the fourth-grade writing assessment test were some of the lowest in the county was not just a reflection on the fourth-grade teachers, but on all preceding teachers. Therefore, a school-wide effort was needed to remedy the problem. Since the school was small (14 classroom teachers), it would be fairly easy to get input from all teachers.

Another factor was that the program planned would need to be school-based. It would be necessary to

develop a writing program that would be one that the school's teachers would actually use. When there is input from the proposed users of the program, ownership develops. This ownership would enable the program to be more effective.

An approach to staff renewal was the collaborative school. In the past teachers were isolated from each other, not even wanting to share ideas. They felt that being copied was the worst thing that could happen to them. Today; however, it appeared that one key to an effective school was the use of collegial learning. This meant that teachers participated in sharing of ideas, and sharing the responsibility of developing programs or solving problems. This approach was giving the teachers more responsibility and helped to place them on a more professional level. Smith (1987) explained that a collaborative school had no particular model. It was a range of practices that could involve a handful of teachers or an entire faculty. He stressed; however, that collaboration could not be forced on a staff. Unless teachers volunteered to work on a committee, the improvement would be very limited in value. There appeared to be five components of a collaborative school: (a) the belief that the quality of education was largely determined by what happens at the school site; (b) the feeling that instruction is

more effective when a collegial approach to improvement is used; (c) the belief that teachers are ultimately responsible for the outcomes of student achievement through the instruction process that they chose to utilize; (d) the belief that a wide variety of practices must be used to enable staff and administrators to work together; and (e) the belief that teachers needed to be involved in the decision about school goals and how to implement them. This particular theory lended itself to the school in the practicum. Smith (1987) contended that in order for effective change to take place, it must be a collaborative effort, with no one assuming the blame for the problem.

Teachers needed to be taught how to disagree in constructive and helpful ways, how to build and maintain trust with the learning group, and how to make group decisions (Johnson & Johnson, 1987). The authors stated that whenever a school district built structure-cooperative learning in classrooms, collegial teacher support groups in buildings, and/or collegial administrative relationships within the district; the whole school district functioned better. The writer agreed that those schools in the district who appeared to have more collegial support appeared to be the more effective schools.

Pacquette (1987) stressed the importance of professional development being more effective when it was undertaken voluntarily by individuals. A high school in Canada needed to plan professional development activities. They had a maximum of 30 participants with groups having 8 to 10 members. The criteria of the group would be determined by the needs of the teachers. Their plan was implemented in three phases. Phase I was a full day of starting-up activities. This was done during the school day (substitutes were hired). In Phase II the participants met monthly for a minimum of three hours to develop the group's needs. The final phase, Phase III, was a wrap-up session, a time for sharing successes and celebrating.

The participants of the Canadian's collegial groups were very positive and indicated that they felt this vehicle was an excellent way to improve their skills and give them a more professional status (Pacquette, 1987). The writing committee in this practicum was a group of volunteers. There was not the time to devote a full day to committee work, only specified meeting times. The wrap-up session was a good idea, giving teachers a chance to pat themselves on the back and perhaps plan for a new avenue of change.

A variety of techniques were employed in order for the children to become interested in the writing process. Bulik (1988) utilized the use of poetry to instill interest in inner-city students. The poems chosen related to the student's particular living conditions. The students began to listen and later began copying the poems. A key factor in the developing of the writing was the buddy system. Hanson (1988) also used the buddy system and the students produced a magazine in their spare time.

The poetry approach and the buddy system were excellent tools for the children in the practicum. Since the students had little input from home, it was essential that they receive as much positive reinforcement as possible. By using the buddy system the students were able to combine their meager skills with the teacher's expertise to hopefully produce a passable piece of work. Also, since the school was small, financial assistance was at a minimum and the buddy system would require no funds.

Vibert (1988) praised the use of technology in the writing process. The word processor provided an excellent medium for visual contact, especially with the buddy system. Kurth (1987) elaborated that the word processor, with its many abilities for revision, provided the writer with a less frustrating vehicle

through which to make the revisions. The high-tech idea of the use of computers for writing would be an excellent tool since this is an inner-city school and very few of the students have access to a home computer. However, there was only one computer available for the whole school population and there was no money to purchase additional equipment.

Green (1986) wrote of the British form of writing classes in which "utility" writing was developed. The writing was meant to communicate knowledge about a subject or to record knowledge through a diary. Teacher expectations were high and the final product was of high quality. The diary or journal concept has been utilized to a degree but it would appear to be an area of improvement in the practicum. The cost would be minimal and a specific notebook for a journal could be included on the children's school supply list in the fall.

Another program, the Denver Public Schools' Whole-Language Program focused on the whole texts instead of individual skills (Clark, 1987). Pupil-chosen texts would be used contending that they would better hold the interest of the pupils. Official textbooks would be eliminated. Teachers were to be free from curriculum guides and testing. This program was adopted by a much larger district and was a

district problem. The focus of this practicum was a single school. The writer did not have the option of deleting texts and was responsible for all state and county curriculum and testing.

The Bay Area Writing Project of California was a type of whole-language writing program (Buckley, 1986). Teachers utilized the basal reading texts to develop writing skills. Teachers also successfully used the buddy system. This program would be highly effective in the practicum. Various techniques could be applied to the basal reading lessons. There would be no additional funds needed.

The final program reviewed was the Cummins Engine Foundation Writing Project (Leopold & Johnson, 1988). Its goal was to extend writing opportunities to the largest population available. Since it was a major grant given to a university it encompassed nine large districts. Summer seminars were given to teachers and administrative staff. The main idea was to get more students writing by changing teachers and administrative ideas about the writing process. Grammar and spelling texts were eliminated. This project required a great deal of funding that was not available for the practicum. Also, the project was delivered to a much larger population than in the practicum. The idea of getting more students to write

by changing teacher and administrative attitude could be accomplished by in-service activities.

Description and Justification for Solution Selected

The writer was prepared to try to seek out a volunteer team to work on a writing curriculum to supplement the regular language arts program. This writing committee was charged with the responsibility of developing a collection of motivational ideas for the classroom teachers' use. The committee was responsible for holisticially scoring random samples collected from the classroom as well as a weekly fourth-grade writing sample. The committee had the responsibility of displaying student writing on a special bulletin board designated for writing. The committee was the core group for organizing writing activities throughout the year: letters to Santa, various contests, etc. The writer acted as the chairman of this committee and assumed leadership of its activites. The writer was responsible for administering at least three in-service activites with the classroom teachers. The first in-service was a basic introduction to the writing process as well as teaching how to use a holistic scoring instrument (see Appendix I). Teachers were tested by scoring five

similar writing samples (see Appendix E). Teachers then went on to score writing samples in the individual classrooms. Each student in grades 1 through 5 were requested to purchase a separate notebook just for compositions. Students in grades kindergarten through fifth were required to produce at least two compositions a month which were holistically scored by teachers. Random samples were collected from each grade level for additional holistic scoring by the writing committee. The results were recorded and made availiable to the teaching and administrative staff. The purpose of the steady flow of writing was to prepare students for ease and enjoyment in the writing process.

The second in-service was on how to use the buddy system for writing revision (see Appendix J). Teachers role-played and actually used the buddy system. They were given a form on which they recorded whenever they used the buddy system in their classroom (see Appendix F). The writer visited the teachers on a regular basis and recorded the frequency of use of the buddy system in the classrooms (see Appendix G).

The third in-service was on the use of the basal reader to stimulate writing ideas (see Appendix K). Teachers received information to stimulate writing with a basal reading story. Teachers were given a form on

which they recorded the number of times that they used the basal reader to stimulate a writing lesson (see Appendix F). The writer visited the teachers on a regular basis and recorded the frequency of use of the basal reader approach (see Appendix G).

Since the students in the fourth grade were assessed by the county in writing, it was necessary for them to receive extra practice. They were required to write an additional weekly composition. Ideas were provided by the writing committee. This composition was to be taken to the writing committee and holistically scored. The writer would record the results.

The computer in the media center would be used a much as possible for publication of writing. The media specialist would be part of the writing team. The writer would work with the media specialist to develop writing contests.

The final justification for the solution was that the district administrative staff was very concerned over the school's writing assessment scores. The new principal had been told to do something about the entire school's writing program. Therefore, it was a direct administrative assignment aimed at the entire school, not just the fourth grade. Secondly, since the volunteer group (writing committee) would actually

develop the writing program, it would provide a more appropriate approach to the specific problems of the school. This should make it more readily accepted by the staff. Thirdly, the scoring would be holistic, and this would not take as much teacher time as the old red ink scoring process. And finally, since teachers were required to provide samples of the students' work and scores would be provided for the administration, the teachers would take the time to implement the writing program.

Report of Action Taken

All events in this practicum took place during the school year of 1988-89.. During the teachers' organization days (August 16-19), a volunteer team of teachers met with the principal and the writer to discuss the objectives of their group. The whole staff was advised of its conception and intent.

During the opening week of school the team met to begin developing ideas for the staff. The team decided on the following monthly writing themes:

September	"All About Me"
October	"Working World"
November	"Tall Tales"
December	"Holiday Magic"
January	"Famous Living Americans"

February	"Biographies"
March	"We March Around the World"
April	"Remember When"
May/June	"Hurray for Summer"

The writer also administered the pre-writing survey (see Appendix C) to the teachers. A bulletin board was put up with children's writing samples saved from the

During the third week the team discussed the September theme, "All About Me" and developed specific ideas (see Appendix L). The first in-service was held which introduced the teachers to the writing process and holistic scoring (see Appendix I). September ideas were distributed to teachers and teachers were asked to have each student submit two writing samples per month. Fourth grade teachers were instructed to turn in an additional student sample each week.

The writer visited the teachers during the following week and answered questions concerning the writing process and/or holistic scoring. The writing committee met to develop October's theme, "Working World." The first fourth grade-samples were collected and recorded.

In the next week the writer tested the teachers on the holistic scoring process (see Appendix E). Random writing samples were collected and brought to the writing team. The samples were scored and recorded.

The writing team developed the October theme, "Working World" (see Appendix M). The fourth-grade samples were collected and recorded.

During the faculty meeting in the next week the writing team discussed the results of the first samplings. The October ideas were distributed to the faculty. On another day the writing team met and began to develop the ideas for November's theme, "Tall Tales." Fourth-grade samples were collected and recorded by the team. The staff met again for their second in-service on the buddy system (see Appendix J). Teachers were given a form (see Appendix F) for recording frequency of usage of the buddy system.

Teachers brought their second random sample to the writing committee during the next week. The committee scored and recorded the samples. Fourth-grade samples were collected and recorded. The committee finished developing November's ideas, "Tall Tales" (see Appendix N). The team met with the principal for administrative input. It was learned that there was to be a special writing monthly meeting for inner-city schools. The curriculum specialist in charge of language arts had arranged for a local community college professor to speak to this group.

The next week, although it was not planned, the writer was given the opportunity to attend the National

Council For The Social Studies Annual Meeting in Orlando, Florida. The writer attended a workshop of particular interest to this practicum, "Using the Whole Language Model of Writing to Learn Social Studies Contest." In the writer's absence, the writing team put up a new bulletin board with a current event's theme. Fourth grade students' writing samples were on the board. During a faculty meeting the team discussed the results of the second sampling. The team met on another day to develop December's theme, "Holiday Magic." The team also collected and recorded fourth-grade samples.

The third random sample was collected during the next week. The team scored and recorded the samples. The team also collected, scored, and recorded the fourth grade samples. The team completed the ideas for December's theme, "Holiday Magic" (see Appendix O). The writer visited the teachers whose samples showed a need for improvement and suggested additional ideas to them. The third in-service was held on using the basal reader as a base for creative writing (see Appendix K).

December's ideas were passed out during the next week's faculty meeting. Samples were discussed. The writer discussed writing letters to Santa as a writing activity for both primary and intermediate (primary grades write the letters and intermediate grades answer

them). The writing team met and began to develop January ideas, "Famous Living Americas." The team collected and recorded the fourth-grade samples. Member of the team attended the special writing meeting.

During the next week's faculty meeting the plans for the letter writing to Santa were finalized. Ideas from the special writing meeting were brought back to the staff. The team collected and scored the fourth writing sample as well as the fourth-grade samples. They completed the ideas for the January theme (see Appendix P). The staff decided to change the form of the holistic scoring instrument (see Appendix H).

This week the team collected and recorded the fifth sample and the fourth-grade samples. January ideas were distributed to the staff by the writer who visited each teacher and discussed any problems or sucesses. The team met with the principal for administrative input. Third-grade writing samples were displayed on the bulletin board.

The team discussed the writing samples during the next week's faculty meeting. The team collected and recorded the fourth-grade samples. They also began work on February's theme, "Biographies."

The following week the team completed the ideas for February (see Appendix Q). The team collected the

sixth sample and recorded the results. Fourth-grade samples were collected and recorded. The team finalized plans for Santa letter writing activity. The team attended another special writing meeting with other teachers from inner-city schools.

During the next week's faculty meeting the team discussed the samples and distributed February's ideas (see Appendix Q). The faculty discussed the final plans for letter writing to Santa. The team met and collected and recorded the fourth-grade samples. The team began to develop March's theme, "We March Around the World."

The bulletin board was changed this week and first-grade writing samples were displayed. The writing committee collected and recorded the seventh writing sample. Fourth-grade samples were also collected and recorded. The team completed the ideas for March's theme, "We March Around the World" (see Appendix R). Letters to Santa were written this week.

During the faculty meeting this week the team discussed the writing samples and distributed March's ideas (see Appendix R). The primary grades expressed dissatisfaction over the present holistic scoring instrument (see Appendix H) The writer agreed to meet with the primary teachers and help to develop an instrument they would be able to use. The team met,

collected, and recorded the fourth-grade samples. The team began work on April's theme, "Remember When." The team met with the principal for administrative input. Intermediate students answered the letters to Santa.

This week the team finalized the ideas for April (see Appendix S). The team collected the eighth sample and recorded the results. They also collected and recorded the fourth-grade samples. Letters from Santa were distributed to the primary grades.

During the faculty metting this week the team discussed the writing samples and distributed April's ideas (see Appendix S). The local writing festival was discussed, but because of the distance in traveling to the festival, only a few students applied. It was decided that in place of the festival, a book-binder would be borrowed and students would be able to publish their own books for display in the media center. The bulletin board was changed and fifth-grade samples were displayed. The team met, collected, and recorded the fourth-grade samples. The team began work on the final writing theme for May/June, "Hurray for Summer." Also this week the writer met with the primary grades and developed a primary holistic scoring instrument (see Appendix T). Members of the writing team attended another special meeting with the local college professor.

This week the faculty discussed the book binding procedure. The team collected and recorded the ninth sample. They also collected and recorded the fourth-grade samples. The writing committee completed its work on the ideas for May/June (see Appendix U).

The team discussed the writing samples during this week's faculty meeting. May/June's ideas (see Appendix U) were distributed. The media specialist displayed several of the newly bound books. The team met and fourth-grade samples were collected and recorded. Another idea that was not in the original plan was the idea of making Valentines for hospitalized Veterans. This idea came from the writer reading a newspaper column. The team met with the principal for administrative input and approval of the Valentines for Veterans.

The tenth sample was collected this week. The team collected and recorded the fourth-grade samples. Valentines for Veterans information and deadlines were given. Two local veterans were asked to come to school to discuss the meaning of a veteran.

The team discussed the writing samples during this week's faculty meeting. Teachers were reminded about Valentines for Veterans. The team met to collect and record fourth-grade samples. The two veterans came and visited most classrooms, looking over the valentines

and expressing their thanks for the students' interest. Valentines were collected and mailed. The team attended the special writing meeting for inner-city teachers.

This week the bulletin board was changed and second-grade samples were displayed. The team collected the eleventh sample and recorded the results. The fourth-grade samples were collected and recorded. After seeking administrative approval, another unscheduled activity was planned by the writer after she viewed a movie in her home. This special Valentine's Day writing activity was discussed during the faculty meeting.

A special writing activity was held utilizing a movie. The movie was stopped at a midway point and students were instructed to finish the story. The next day they finished watching the movie and rewrote the ending. At this week's faculty meeting the samples were discussed. The team met to collect, score, and record the fourth-grade samples.

This week the team collected and recorded the twelfth sample. The team collected and recorded the fourth-grade samples. The team met with the principal for administrative input.

At the next week's faculty meeting the team discussed the writing samples. The team collected,

scored, and recorded the fourth-grade samples. The bulletin board was changed and kindergarten writing samples were displayed.

The next week the team collected and recorded the thirteenth sample. The team also collected and recorded the fourth-grade samples. The team attended the the special meeting for the inner-city teachers.

The following week the the team discussed the writing samples at the faculty meeting. The writer visited each teacher and discussed any problems or successes. The team collected and recorded the fourth-grade samples.

During this next week the team collected the fourteenth writing sample and recorded it. They also collected, scored, and recorded the fourth-grade sample.

Specific writing activites for the fourth grade were planned by the writing team during this week. These activities were geared to the upcoming writing assessment test. These plans were discussed at the faculty meeting. The team discussed the writing samples during the meeting. The team collected and recorded the fourth-grade samples. The bulletin board was changed and fourth-grade samples were displayed.

This next week the team collected and recorded the fifteenth writing sample. The fourth-grade samples

were also collected and recorded. The team arranged for the principal to speak to the fourth grades concerning the importance of the writing assessment.

During this week's faculty meeting the team discussed the writing samples. The specific date was given for the county writing assessment. The team met to collect and record fourth-grade samples.

This week the county writing assessment test was administered to all regular fourth-grade students. The team collected and recorded the sixteenth writing sample.

During the faculty meeting the team discussed the writing samples. The team met and discussed the writing assessment. Weekly fourth-grade writing samples would no longer be required. The bulletin board was changed and each class contributed a sample.

This week the team collected and recorded the seventeenth writing sample.

During the next week's faculty meeting the team discussed the writing samples.

This week the team collected and recorded the final writing sample. Writing activities for Veteran's Day were discussed.

During this week's faculty meeting the team discussed the writing samples. Veteran's Day's writing

activities were discussed. The post-participation survey (see Appendix C) was given to teachers.

This week's writing activities were aimed at a Veteran's Day theme. The team met with the principal to discuss continuing the writing program for the following schoolyear. The writer arranged for gifts of appreciation for the writing committee.

During the final week of school both the California Achievement Test and county writing assessment scores came out. The writer reported the results to the staff. Individual thank-you's were written to each teacher taking part in the writing program.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Results

There were four specific standards of performance expected of teachers involved in the writing program. There also were two specific standards of performance expected of the students in grade kindergarten through fifth.

The first standard for teachers involved the pre-and post-participation survey which was administered to participating teachers in grades kindergarten through five. The results are divided into primary and intermediate scores. The results of the pre-participation survey are found in Table 3.

Table 3

Results of Pre-Participation Survey

Questions	Responses					
	Somewhat		Yes		No	
	P	I	P	I	P	I
Awareness of writing process	4	(1)	2	(2)	3	(1)
Need for training on writing process	0	(1)	6	(2)	3	(1)

(table continues)

Table 3 (continued)

Questions	Responses					
	Somewhat		Yes		No	
	P	I	P	I	P	I
Feel children should write daily	3	(0)	5	(4)	1	(0)
Provide children with the opportunity to write daily	1	(0)	0	(0)	8	(4)
Provide children with the opportunity to write twice weekly	0	(1)	3	(4)	6	(0)
Use writing in other disciplines	5	(2)	1	(2)	3	(0)
Familiar with holistic scoring	1	(0)	4	(4)	4	(0)
Need for training on holistic scoring	1	(0)	6	(4)	2	(0)
Awareness of buddy system in language arts	1	(0)	2	(3)	6	(1)
Use buddy system in language arts	1	(0)	0	(2)	8	(2)
Need for training on buddy system	1	(0)	4	(3)	4	(1)
Use basal reader as basis for creative writing	1	(0)	0	(1)	8	(3)
Need for training on using the basal reader	1	(0)	7	(4)	1	(0)
Awareness of fourth-grade writing assessment	3	(0)	5	(4)	1	(0)

Note. Responses were divided into primary and

intermediate scores. Intermediate scores were inside parenthesis.

Upon the completion of the final writing sample the teachers were administered the post-participation survey. The post-participation survey is found in Table 4.

Table 4

Results of Post-Participation Survey

Questions	Responses					
	Somewhat		Yes		No	
	P	I	P	I	P	I
Awareness of writing process	0	(0)	9	(4)	0	(0)
Need for training on writing process	1	(0)	1	(0)	7	(4)
Feel children should write daily	1	(0)	6	(4)	2	(0)
Provide children with the opportunity to write daily	2	(0)	4	(4)	3	(0)
Provide children with the opportunity to write twice weekly	2	(0)	6	(4)	1	(0)
Use writing in other disciplines	2	(0)	4	(4)	3	(0)
Familiar with holistic scoring	2	(0)	7	(4)	0	(0)
Need for training on holistic scoring	1	(0)	0	(0)	8	(4)

(table continues)

Table 4 (continued)

Questions	Responses					
	Somewhat		Yes		No	
	P	I	P	I	P	I
Awareness of buddy system in language arts	1	(0)	8	(4)	0	(0)
Use buddy system in language arts	4	(0)	4	(4)	0	(1)
Need for training on buddy systems	1	(0)	1	(0)	7	(4)
Use basal reader as basis for creative writing	5	(1)	3	(3)	1	(0)
Need for training on using the basal reader	0	(0)	2	(0)	7	(4)
Awareness of fourth-grade writing assessment	1	(0)	8	(4)	0	(0)

Note. Responses were divided into primary and intermediate scores. Intermediate scores were inside parenthesis.

The results of the pre-and post-participation survey indicated that the majority of the teachers indicated an increase in the knowledge of the writing process. This knowledge resulted in an increased amount of time spent on the actual teaching of writing.

The second standard for teachers was that they would demonstrate success utilizing the holistic scoring instrument. The teachers were tested by

scoring five specific writing samples. Teachers needed to score a five to pass the test. The results of the teacher evaluation of holistic scoring are indicated in Table 5.

Table 5

Results of Teacher Evaluation of Holistic Scoring Instrument

	Results	
Teacher	Test	Retest
A	3	5
B	5	*
C	5	*
D	2	5
E	5	*
F	5	*
G	5	*
H	4	5
I	5	*
J	5	*
K	5	*
L	5	*
M	5	*

As indicated in Table 5 only 3 out of 13 teachers needed to retake the holistic scoring evaluation. When the test was regiven these three teachers made a perfect score.

The next standard for teachers was that they were to demonstrate success using the buddy system. Teachers were asked to log (see Appendix F) whenever they used the buddy system in their classroom. They were also to indicate whether the attempt was successful or unsuccessful. The results of their usage are found in Table 6.

Table 6

Teachers' Utilization of the Buddy System in Writing

	Number of Attempts	
Teacher	Successful	Unsuccessful
A	10	3
B	2	7
C	9	5
D	2	10
E	7	5
F	10	4
G	7	3

(table continues)

Table 6 (continued)

Teacher	Number of Attempts	
	Successful	Unsuccessful
H	11	2
I	15	3
J	26	8
K	31	7
L	42	5
M	37	2

Only 2 out of the 13 teachers had more unsuccessful attempts using the buddy system in writing than did they have successful attempts. Also the results indicated that intermediate teachers had more attempts overall.

The final standard for teachers involved the teachers' use of the basal reader in their writing program. Teachers were asked to log (see Appendix F) whenever they used the basal reader approach to writing. Teachers were also asked to indicate whether the attempt was successful or unsuccessful. The results of their attempts are indicated in Table 7.

Table 7

Teachers' Utilization of the Basal Reader Approach to Teaching Writing

	Number of Attempts	
Teacher	Successful	Unsuccessful
A	8	2
B	12	1
C	11	2
D	10	1
E	9	2
F	11	0
G	10	0
H	12	1
I	13	0
J	16	0
K	14	0
L	17	0
M	16	0

The results of Table 7 indicated that 12 out of the 13 teachers were successful in using the basal reader approach to writing. The results also indicated that there was a larger rate of successful attempts as compared to unsuccessful attempts (159 to 9).

There were two standards involving students. The first involved all students in the regular classroom, grades K-5. Upon the changing of the holistic scoring instrument (see Appendix H) students were striving to receive an "S," satisfactory, or an "O," outstanding score. A grade that was not passing was a "U," unsatisfactory or an "N," needs improvement. There were a total of 1,404 writing samples received. The results of the evaluation of these samples are indicated in Table 8.

Table 8

Results of the Evaluation of Writing Samples Using Holistic Scoring

	Scores			
Teachers	U	N	S	O
A	25	24	49	10
B	23	24	55	6
C	26	37	41	4
D	30	35	38	5
E	33	33	39	3
F	23	30	43	12
G	25	31	45	7
H	23	38	39	8

(table continues)

Table 8 (continued)

Teachers	Scores			
	U	N	S	O
I	22	23	52	11
J	19	29	47	13
K	18	27	53	10
L	15	30	52	11
M	10	33	53	12

Of the 1,404 samples scored, 718, or 51% fell into the satisfactory or outstanding category. There were 686, or 49% in the needs improvement or unsatisfactory category. Once again there were fewer unsatisfactory scores in the intermediate grades than in the primary grades.

The final standard for students involved only the students in the fourth grade. These 51 students took a county writing assessment test. Their samples were scored by the county's Primary Specialists. The students' name, school, and teacher were coded. Samples were graded unsatisfactory, satisfactory, or outstanding. The results for the past four years are indicated in Table 9.

Table 9

Results of the County Fourth Grade Writing Assessment

	Responses		
	Unsatisfactory	Satisfactory	Outstanding
Year		School Average	
1986	19	29	0
1987	7	42	1
1988	38	21	0
1989	15	36	0
		District Average	
1986	714	1,758	76
1987	383	2,328	61
1988	969	1,709	106
1989	715	2,207	186

The results of the fourth grade writing assessment indicated that the students from this elementary school made a significant increase in their assessment scores. In 1988 there were 65% of the students who scored unsatisfactory and 35% who scored satisfactory. There were no outstanding scores. In 1989 again there were no outstanding scores but there were only 30% of the

students receiving an unsatisfactory score while 70% receiving a satisfactory score.

Conclusions

The first standard indicated that teachers would indicate an increase in knowledge of the writing process and an increase in the amount of time spent on teaching writing. The writer was pleased with the results of the pre- and post-participation survey. At the beginning of the practicum the teachers were unfamiliar with holistic scoring, use of the buddy system in language arts, and use of the basal reader to create writing assignments. At the end of the implementation there was a significant increase in their knowledge of those areas. The pre-participation survey indicated that no teachers were giving students the opportunity to write every day. The results of the post-participation survey indicated that four teachers now gave the students the opportunity to write daily. The teachers also reported an increase in the amount of time they spent on writing lessons.

This positive attitude on the part of the teachers was indicated to the writer by the student response to writing assigments and the on-your-own writing done by students. Each intermediate grade teacher reported that several students were writing in their spare time,

even composing mini-stories with illustrations. Teachers on the third grade level also reported that students were interested in doing reports for the bulletin board. Other primary teachers, K-2, stated that although their students were not capable of producing first-rate writing assignments, there was an increase in effort and interest as compared to students from previous years.

Early research in writing defined writing as a finished product. Those students who could write were those who were industrious and hard-working. Teachers and researchers were only concerned with the written product which could be graded. The production was not a concern, only the finished product. However, the fact that writing does not always develop in an orderly manner and the fact that the process of writing can be taught has been a great discovery of later writing research (Hull, 1989).

This research was evident in this practicum. The children were taught the various elements of the writing process: (a) prewriting; (b) writing; (c) revising; (d) editing; and (e) sharing, publishing, or extending. At the beginning the novice writers spent little time planning, thus there was little, if any, revision. The result was a poorly written paper. Intermediate teachers reported that as the writers

progressed through the year they began to spend more time on the prewriting, even making an outline from which to write. The serious writers were able to use the buddy system and help each other out with their errors. Also reported was the extreme sense of pride in the publication of their product, whether it was posted on the bulletin board or just shared in the student's class.

The second standard of performance stated that the holistic scoring instrument would be used by 100% of the teachers. Teachers were given a test where they had to use a holistic scoring instument (see Appendix D) to score five writing samples. There were only 3 out of 13 teachers who had to retake the test. After the writer reviewed the holistic scoring method with the three teachers they retook the test and passed.

The pre-participation survey indicated that 11 out of 13 teachers requested a need for training on the holistic scoring process. The post-participation survey indicated that only 1 out of 13 indicated a need for training of the holistic scoring process.

The writer found it interesting that the staff was using the holistic scoring instrument to the extent that they felt the instrument needed revision (see Appendix H). Then further revisions were necessary

when the primary teachers felt the instrument did not meet their individual needs (see Appendix T). This problem-solving process was a unique situation for this particular staff since they previously had done little curriculum work as a unit.

The third standard was that the buddy system would be successfully used by 80% of the teachers. Upon reviewing their logs (see Table 6), it was indicated that only 2 of the 13 teachers had unsuccessful attempts using the buddy system. These teachers were in the primary grades. The intermediate teachers indicated that as the students became more familiar with the writing process, the buddy system was more important to them. At first the students looked on the buddy system as a social opportunity. Next they felt it was a way to get the work done faster. Finally, the students saw the importance of getting that second opinion and working together. Teachers reported that students were doing more research in the media center when they could work together.

The fourth standard was that 100% of the teachers would use at least ten basal reader stories for writing ideas. The teachers' logs (see Table 7) indicated that all of the teachers used at least ten basal reader stories. Again, intermediate teachers indicated more successes and no failures. Teachers reported that the

students first balked at the writing lessons since this meant that they would indeed need to read the story. But as attempts continued the students, sometimes using the buddy system, were able to accomplish the writing lesson as well as improve their comprehension. Teachers reported that the use of buddying a poorer student with a higher-level student would help the poorer student with the writing and comprehension skills.

The fifth standard stated that 80% of the students would receive at least a "2" on a holistic instrument (see Appendix D). Since the instrument was changed (see Appendixes H and T), 80% of the students were to receive an "S" (satisfactory) or "O" (outstanding) score. Upon the review of 1,404 samples scored there were 718, or 51% samples receiving an "S" or "O." There were 686 samples, or 49% in the needs improvement ("N") or unsatisfactory (U) category. In reviewing these scores it was apparent that there was a wide difference between the number of primary teachers, nine, and intermediate teachers, four. There were five teachers in the kindergarten and first grade. Since these children were from an inner-city area most of them lacked the background knowledge required for writing and the teachers needed to spend a great deal of time on language development. Therefore, many of

their scores were in the "N" or "U" category with very few "O" scores.

Another reason for the lack of the 80% of the students receiving a passing score was that this was a whole new curriculum area for many teachers who had really never considered actually teaching writing as a subject area. Teachers reported that they were unsure of themselves and lacked the confidence in expressing themselves to the students. "Teachers learn to accept alternate and imaginative forms of writing and to refrain from rigid grading practices . . ." (Bland & Koppel, 1988, p. 59). As the year processed, the teachers became more confident and were more eager to teach writing.

The final standard for students stated that 25 out of 50 of the fourth grade students would receive a passing grade on the county writing assessment test. When the test was given there were 51 students in attendance. Of those 51 students 15 received an unsatisfactory score and 36 received a satisfacotry score. There were no outstanding scores. The writer felt that these scores were attributed to the extensive practice given the fourth graders. These students wrote daily and produced, at the least, 6 samples per month. Students also kept daily logs. These students watched instructional television pertaining to writing

whenever possible. The writer felt that those students who had been at this particuliar school during their third grade year had had a strong preparation for writing by the two third grade teachers.

This writing project was deemed a success by the writer for several reasons. The interaction of the staff was of primary importance. The writing committee was a regular agenda item for staff meetings. The writer called the committee members "the experts" and these members were delegated authority throughout the year. This delegation provided a boast to the members self-esteem. This was, in effect, a type of peer coaching situation.

Paquette (1987) told of a high school in Calgary, Canada, needed to plan for the professional development activities of 93 teachers responsible for the instruction of 1,700 students. A committee of volunteers decided they needed to make the most of their three professional days. The principles of professional growth established by this group could summarize the collegial efforts of the teachers in this practicum.

1. Teachers benefit from individual, small-group, and large-group professional development activities, so each must be encouraged in the school.

2. Professional development is most effective when undertaken voluntarily by individuals.
3. Growth activities should build upon the strengths, interests, and talents of each teacher and must be relevant.
4. Professional development activities can stimulate awareness in teachers of their level of skill development, leading to celebration as well as growth.
5. Growth can be enhanced through a collegial support system that values growth activities, provides moral support, and facilitates small groups. (p. 37).

The results of this practicum did not go unnoticed by the county office. The next day after the writing assessment scores were released the Director of Elementary Education was at the writer's school and requested to see her. He expressed his pleasure at the outstanding results of the writing assessment. He also had the results of the California Achievement Test (CAT) which had been given in April. Fourth-grade language scores on the CAT had increased from the 4.6 overall score of 1988 to 5.5 and 6.4 in 1989. Total battery scores also showed an increase. He attributed this increase to the change in teacher presentation of

lessons and the work discipline of the teachers, the discipline that was required in the teaching of writing.

With great pride, the writer presented this information to the staff and they, in turn, shared in the success of the project.

Recommendations

The writer would make several recommendations for the use of this practicum. At the final faculty meeting where the writer presented the results of the writing assessment it was recommended by the principal the writing samples continue during the next school year. Two samples would be required each month and fourth graders would be required to write an additional sample each week. The principal wanted to be advised of the results of the sampling.

The principal also indicated that he wished the writing activites to be continued throughout the next school year, including the writing bulletin board.

The writer would like to recommend that there be additional in-service activities for primary teachers since their activites are more language-oriented.

The writer would recommend that additonal instructional television programs be watched by

students. Many fine programs were available, but they were utilized by only a few teachers.

Dissemination

The Director of Elementary Education helped to disseminate the results of this practicum when the writer was attending a social studies curriculum writing meeting. The Director's opening remarks were to praise the results of the writer's writing assessment.

The writer has contacted the local Teacher Education Center and volunteered to be a presenter of in-service activities based on the writer's practicum.

The writer will send an abstract of the practicum to the county's Director of Research and Development.

Throughout the following year the writer intends to be involved in writing activities and report them to the county school news letter as well as the local newspaper and television stations.

REFERENCES

Anderson, D. (Ed.). (1981). Making parents writing partners. In D. Anderson (Ed.) Instructor Big Book paper, pen & think (pp. 144-151). Dansville, NY: The Instructor Publications.

Bennett, W. J. (1986). First lessons, a report on elementary education in America. Washington, DC: U.S. Department of Education.

Borg, W. R. & Gall, M. D. (1983). Educational research. New York: Longman.

Bland, C. & Koppel, I. (1988). Writing as a thinking tool. Educational Leadership, 45(7), 58-60.

Buckley, M. H. (1986). When teachers decide to integrate the language arts. Language Arts, 63(4), 369-377.

Bulik, R. (1988). Teaching composition to a hostile audience. Phi Delta Kappan, 69(7), 523-525.

Clark, M. A. (1987). Don't blame the system: constraints on "whole language" reform. Language Arts, 64(4), 314-369.

Fischer, B. C. (1988, February). Teachers: Key to school renewal. NEA Today, p. 5.

Graves, D. H. (1983). Writing: teachers & children at work. New Hampshire: Heinemann Educational Books.

Green, F. (1986). Language arts instruction: lessons from the british. Language Arts, 63(4), 378-382.

Hanson, A. T. (1988, April). People. NEA Today, p. 18.

Henkin, R. L. (1984). Twelve frequently asked questions about writing programs. Illinois Reading Council Journal, 12(2), 34-40.

Hiebert, E. H. & Calfee, R. C. (1989). Advancing academic literacy through teachers' assessments. Educational Leadership, 46(7), 50-54.

Hillerich, R. L. (1985). Teaching children to write, K-8. New Jersey: Prentice-Hall.

Hull, G. A. (1989). Research on writing: building a cognitive and social understanding of composing. In L. B. Resnick & L. E. Klopfer (Eds.), Toward the Thinking Curriculum: Current Cognitive Research, 1989 ASCD Yearbook, (pp. 104-127). Virginia: Association for Supervision and Curriculum Development.

Hunt, R. A. (1987). Could you put in lots of holes? models of responses to writing. Language Arts, 64(2), 229-232.

Jenkinson, E. B. (1988). Learning to write/writing to learn. Phi Delta Kappan, 69(10), 712-717.

Johnson, D. W. & Johnson, R. T. (1987). Research shows the benefits of adult cooperation. Educational Leadership, 45(3), 27-30.

Kirby, D., Latta, D. & Vinz, R. (1988). Beyond interior decoratng: using writing to make meaning in the elementary school. Phi Delta Kappan, 69(10), 718-724.

Kurth, R.. J. (1986, April). Work processing and composition revision strategies. Paper presented at the annual meeting of the American Educational Research Association. Washington, DC.

Lee, J. W. (1988). Should students or teachers select writing topics? Educational Digest, 53(8), 32-35.

Leopold, A. H. & Jenkinson, E. D. (1988). The cummings engine foundation writing project: a cooperative venture with public schools. Phi Delta Kappan, 69(10), 740-745.

Marzano, R. J. (1988). Thinking processes. In R. J. Marzano, R. S. Brandt, C. S. Huges, B. F. Jones, B. Z. Presseisen, S. C. Rankin, & C. Suhor (Eds.) Dimensions of thinking: a Framework For Curriculum and Instruction, (pp. 32-67). Virginia: Association for Supervision and Curriculum Development.

McEachern, W. R. (1986, November). Group compositions: a model for report writing. Paper presented at the annual meeting of the National Councils of Teachers of English. San Antonia, TX.

Murray, D. M. (1985). A writer teaches writing. Reading Research Quarterly, 22(3), 311-330.

Oshima, L. & Craven, J. (1988, November). Using the whole language model of writing to learn social students content. Workshop given at annual meeting of the National Council for the Social Studies, Orlando, FL.

Pacquette, M. (1987). Voluntary collegial support groups for teachers. Educational Leadership, 45(3), 36-39.

Piper, D. (1987). Learning about the language of "race." Language Arts, 64(8), 819-826.

Purinton, M. (1983). Increasing student achievement and boosting teacher morale through staff development. The Florida School Administration, 6(3), 16-17.

Samway, K. (1987). Formal evaluation of children's writing: an incomplete story. Language Arts, 64(3), 289-298.

Simpson, M. K. (1986). What am I supposed to do while they're writing? Language Arts, 63(7), 680-684.

Slavin, R. E. (1987). Cooperative learning and the cooperative school. Educational Leadership, 45(3), 7-13.

Smith, S. C. (1987). The collaborative school takes shape. Educational Leadership, 45(3), 4-6.

Suhor, C. (1988). Content and process in the english curriculum. In R. S. Brandt (Ed.), Content on the Curriculum 1988 ASCD Yearbook. (pp. 31-52). Virginia: Association for Supervision and Curriculum Development.

Suhol, E. R. (1986). Technology in the classroom. Language Arts, 63(7), 672-679.

Sununu, J. H. (1986). Will technologies make learning and teaching easier? Phi Delta Kappan, 68(4), 220-222.

Vibert, A. (1988). Collaborative writing. Language Arts, 65(1), 74-76.

Wilkinson, A. (1983). Assessing language development the creditor project. In A. Freedman, I. Pringle & J. Yulden (Eds.), Learning to Write: First Language/Second Language. New York: Longhan.

APPENDIX A

LETTER OF SUPPPORT FROM PRINCIPAL

June 27, 1988

To whom it may concern,

I am writing this letter to verify the need for the development of an effective writing program to meet the needs of the students at one elementary school in Lee County.

This school serves a student population which is 65% minority. The community is in a lower socioeconomic area with approximately 65% of the students qualifying for free or reduced lunches. California Achievement Test scores have been around the 50th Percentile for the past several years. Each year the county administers and scores a writing test for all 4th grade students in the county. This year our school had the lowest mean score of all the 30 schools tested.

Mrs. Diane Chan will be involved in designing a program, inservicing faculty members, and monitoring the implementation of the program during the upcoming school year.

Sincerely,

James C. Garrison, Jr.

James C. Garrison, Jr.
Principal

APPENDIX B

COUNTY/SCHOOL FOURTH-GRADE WRITING ASSESSMENT SCORES

FOURTH GRADE WRITING ASSESSMENT

RESULTS: 1985-86/1986-87/1987-88

School Average

	Unsatisfactory	Satisfactory	Outstanding
1986	38.6%	61.4%	0.0%
1987	14.3	83.8	2.0
1988	65.0	35.0	0.0

District Average

	Unsatisfactory	Satisfactory	Outstanding
1986	28%	69%	3%
1987	13.8	84	2.2
1988	34.9	61.5	3.8

Note: Number of students taking writing assessment were as follows:

	School	District
1986	48	2,548
1987	50	2,772
1988	59	2,784

APPENDIX C

PRE AND POST PARTICIPATION SURVEY

TEACHER PARTICIPATION SURVEY

This survey instrument is intended to gain information of your knowledge and usage of the writing process. Please circle your answers and add any additional comments on the back of this page. To protect your anonymity please do not indicate your name. All information will contain no names. Please place the completed form in my mailbox. Thank your for your assistance. _____ K-3 _____ 4-5 Diana Chan

1.	I am aware of the various components of the writing process.	Somewhat	Yes	No
2.	I will need training on the writing process.	Somewhat	Yes	No
3.	I feel children should write (compose) every day.	Somewhat	Yes	No
4.	I provide children with the opportunity to write (compose) every day.	Somewhat	Yes	No
5.	I provide children with the opportunity to write (compose) at least twice a week.	Somewhat	Yes	No
6.	I use composition in other discliplines (math, science, and/or social studies).	Somewhat	Yes	No
7.	I am familar with holistic scoring.	Somewhat	Yes	No
8.	I will need training on holistic scoring.	Somewhat	Yes	No
9.	I am aware of the buddy system.	Somewhat	Yes	No
10.	I use the buddy system in language arts.	Somewhat	Yes	No
11.	I will need training on the buddy system.	Somewhat	Yes	No
12.	I use the basal reading stories for a basis for writing lessons.	Somewhat	Yes	No
13.	I will need training in using the basal reading stories for writing lessons.	Somewhat	Yes	No
14.	I am aware of the fourth grade writing assessment test.	Somewhat	Yes	No

APPENDIX D

HOLISTIC SCORING INSTRUMENT

HOLISTIC SCORING INSTRUMENT

This scoring instrument will expedite your work on correcting compositions. After awhile you will be able to breeze through a pile of papers and get an accurate reading of each student's problems and progress. This particular scoring instrument goes from 0 (illegible) to 4 (highly creative).

0	Child's paper is blank or illegible. Writing is totally off the topic.
1	Lacking in organization and details. Many errors in grammar and spelling. Poor use of vocabulary.
2	Content is on the right track, but not always clear. Some vocabulary is used incorrectly. Some obvious errors in grammar, spelling, and mechanics. Lowest passing score.
3	Story is interesting and shows details. Minor errors in grammar, spelling, and mechanics. Good use of vocabulary.
4	Highest score. Story is full of creative imagination. Few errors in grammar, spelling, and mechanics. Vocabulary used shows good command of the language.

APPENDIX E

WRITING SAMPLES USED FOR TESTING OF HOLISTIC SCORING SKILLS

You have won a ticket to fly anywhere in the world (outside of the U.S.) Where will you go? What will you do? You may take one person.

Hurray for Summer

5-20-75

We are going to get my brother in Alabama I hope we have fun - I can't want to see my brother and grandma -

Mrs. Knapp

Mrs. Knapp a teacher at ichool. She teaches third grade students. Mrs. Knapp is a fearey special teacher to me because she loves children. Mrs. Knapp is married to Calvin Knapp. Mrs. Knapp was married 3 0 years. Calvin Knapp is 55 years old. Mrs. Knapp is 54 years old. Mrs. Knapp was the 9th child. Mrs. Knapp had 17 years of education.

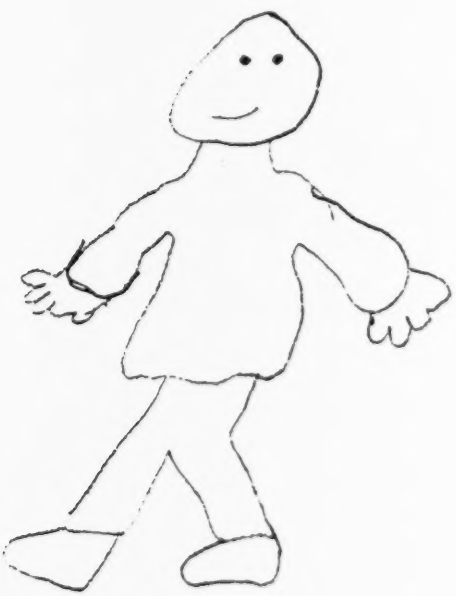
by Ryan

Eli

Mrs. Knapp

Mrs. Knapp is a great teacher. She tiys very hard to teach us. She was upset that 4 of us just made the honor roll. Mrs. Knapp is 5'. She gets GROUCHY! She is married to Calvin Knapp. He is 55.

P.S. We all love her!



Kenisha

97

Today I went on a trip to South Africa. I saw hills, birds. Many many things. Like diamond, gold, mountains, and etc. They dress very differtly than we do. I brought diamonds and gold. I liked best was the diamons and gold. There were many things too see.

The End

Today I went out in the open to look around. Everywhere you looke you would see hills and mountains. After I washed up and everthing I went to get on the train to see the ocean. Sometimes the train would speed up then go slow again. That was fun everybody would start laughing. Finally after the ride I went to look at the seals. One of them chased me to the other end of the ocean. He led me right to a hole of diamonds and gold. I patted him on the head and he ran back where he was. I had a big purse with. So I tried to get

all that I could. After I was finished my purse would not close. So I took just a little bittie out. That night I took a bath and caught my plane back to Fort Myers. When I went home I told my mother all about it. That very same day We went to the Mall and spent all the gold.

The End

APPENDIX F

TEACHER'S PARTICIPATION FORM FOR RECORDING THE FREQUENCY OF USAGE OF THE BUDDY SYSTEM AND BASAL READER DURING THE TEACHING OF THE WRITING PROCESS

TEACHER'S PARTICIPATION FORM FOR RECORDING
THE FREQUENCY OF USAGE OF THE BUDDY SYSTEM
AND BASAL READER DURING THE TEACHING
OF THE WRITING PROCESS

_____ K-3 _____ 4-5

Please record the date, type of participation, and success or nonsuccess. Indicate any problems or new ideas on the back of this sheet.

Date	Buddy System	Basal Reader	Success (yes, no)

APPENDIX G

WRITER'S FORM FOR RECORDING THE TEACHERS' FREQUENCY OF UTILIZATION OF THE BUDDY SYSTEM AND THE BASAL APPROACH TO THE WRITING PROCESS

Writer's Form for Recording the Teachers' Frequency of Utilization of the Buddy System and the Basal Approach to the Writing Process

Teacher Number _____ _____K-3 _____4-5

Date	Buddy	Basal	Success	Comment

APPENDIX H

REVISED HOLISTIC SCORING INSTRUMENT

REVISED HOLISTIC SCORING INSTRUMENT

Grading scale will be Outstanding (O), Satisfactory, (S), Needs Improvement (N), and Unsatisfactory (U).

	Organization	Language	Mechanics
O	1. Beginning, middle, and end 2. Details about characters 3. Two or more events 4. Two or more paragraphs 5. Logical solution to problem	1. Story language 2. Varied language 3. Few repetitive or run-on sentences	1. Correct grammar Few mistakes 2. Correct spelling and punctuation 3. Title
S	1. Beginning and end 2. Reference to either character or setting, details 3. One logical event	1. Some story language 2. Some variety in language use 3. Some run-on sentences that do not interfere with message of story	1. Few errors in grammar 2. Few errors in spelling 3. Few errors in punctuation
N	1. Beginning or end 2. Mention of character or setting, no details 3. Attempt at logical event 4. Weak solution 5. One paragraph	1. Weak story language 2. Attempt at variety in language use 3. Many run-on sentences	1. Many errors in grammar 2. Many errors in spelling 3. Attempt at title
U	1. No obvious beginning or end 2. No details on characters or setting 3. No events or events without results 4. No solution to problem 5. One paragraph	1. Absence of any story language 2. Little attempt at variety in language 3. Fragmented and run-on sentences which interfere with message	1. Grammatical errors interfere with message 2. Spelling and punctualtion errors interfere with message 3. No title

APPENDIX I

AGENDA FOR IN-SERVICE TRAINING ON HOLISTIC SCORING

Agenda for In-Service Training
on Holistic Scoring

I. Review of the writing process
   A. Prewriting
   B. Writing
   C. Revising
   D. Publishing

II. Description of techniques for responding to writing
   A. Student self-evaluation
   B. Student editors (buddy sustem)
   C. Student-teacher five-minute conferences
   D. Analytic scoring
   E. Traditional scoring
   F. Holistic scoring

III. Description of holistic scoring instrument
   A. Distribute holistic scoring instrument
   B. Distribute examples of five samples that have been holistically scored

IV. Practice with holistic scoring
   A. Distribute ungraded compositions
   B. Allow time for groups to practice scoring

V. Assignment
   A. Assign writing topic for class and require each child to produce a writing sample
   B. Have each teacher holistically score writing samples

VI. Testing
   A. Describe test
   B. Set date for testing

APPENDIX J

AGENDA FOR IN-SERVICE TRAINING ON THE BUDDY SYSTEM

Agenda for In-Service Training
on the Buddy System

I. Review of the writing process
   A. Prewriting
   B. Writing
   C. Revising
   D. Publishing

II. Description of buddy system
   A. Student editors, peer conferences
   B. Evaluation technique

III. How to use the buddy system
   A. Assign partners
   B. Papers read twice
      1. Paper read by writer
      2. Paper read by buddy
   C. Utilize form stating non-evaluative questions
   D. Teacher circulates and acts as guide

IV. Teacher expectations
   A. Low to moderate classroom noise to be expected
   B. Student vocabulary to increase
   C. Buddy system may lead to other disciplines

V. Practice
   A. Previously assign teachers to write story using their own grade level skills
   B. Assign buddies
   C. Distribute form
   D. Allow teachers to actually use the buddy system themselves

VI. Teacher evaluation
   A. Distribute teacher's participation for recording the frequency of usage of the buddy system
   B. Explain form

APPENDIX K

AGENDA FOR IN-SERVICE TRAINING ON THE USE OF THE BASAL READER FOR TEACHING WRITING ACTIVITIES

Agenda for In-service Training on the Use of the Basal Reader for Teaching Writing Activities

I. Review of the writing process
   A. Prewriting
   B. Writing
   C. Revision
   D. Publishing

II. Explanation of basal reading approach to writing
   A. Utilization of basal reader requires no additional funds or materials
   B. Way to provide additional worthwhile activities instead of just another ditto sheet

III. Actual activities
   A. Distribute activity sheets
   B. Utilize actual basal reading books and role-play various activities

IV. Teacher evaluation
   A. Distribute teacher's participation form for recording the grequency of usage of buddy system and basal reader
   B. Explain form

APPENDIX L

SEPTEMBER IDEAS

SEPTEMBER IDEAS

ALL ABOUT ME

Use these ideas as a basis for for your writing program. Please feel free to use your own ideas as well. If your own ideas work well, please share them with the writing committee so we can add them to our list!

Primary grades should draw pictures of their family then tell about the picture.

Look in a magazine and cut out pictures of families, use either written or oral explanations.

Teachers, tell the class a story of your family. Write it on transparency then share it with the class. Use this as an opportunity to talk about grammar, punctuation, spelling, paragraphs, etc.

Write about your feelings of the first days in your new class.

Write about your feelings of being in your last year's class.

What do your really like about yourself?

What would you like to change about yourself?

If you could have any person for a big brother, who would you choose?

If you could have any person for a big sister, who would you choose?

Tell about your favorite pet. If you never had a pet, tell about a pet that you would choose.

Write or draw about a favorite vacation.

Using the letters in your name as the first letter in the sentence, write different ideas about yourself.

D daring and devilish,
I important to my Mom,
C cute as a button,
K kind to animals.

Write or draw about what you want to be when you grow up. Older students might research occupations.

Write about your feelings when the teacher praises you.

Write about your feelings when the teacher criticizes you.

What is your favorite color? Why?

What is your favorite food? Why?

What is your favorite month of the year?

Write about your favorite movie.

APPENDIX M

OCTOBER IDEAS

OCTOBER IDEAS

THE WORKING WORLD

Primary children could cut out pictures of people working, then tell about the pictures.

Intermediate children could be shown a picture of someone working, then write a description of that person.

This is a perfect month to invite "workers" into your classroom to describe their various jobs. Ask your parents to help!

Incorporate some geography into your writine lessons and talk about different type jobs all over the world. Discuss why some jobs are different due to their location. Example, fisherman, forest ranger

What would be your favorite choice for a job? What would you need to do to get that job (what type of training, schooling)?

Take a field trip to different businesses and have businessmen talk about their jobs, then write about your visit.

Would you ever be a _____? Explain why. (fill in a variety of occupations)

Use this topic for an economics lesson. Discuss why people need to work. Write about monthly expenses and a budget. Use the newspaper to find prices.

Talk about how technology has changed the working world. Write about how electricity had changed jobs. Write about how computers have changed jobs.

What were jobs like in colonial America?

Invite different school personnel into the classroom to explain their job. Have students take notes and write about the job.

If you could have any job in the school, which job would you pick and why?

APPENDIX N

NOVEMBER IDEAS

NOVEMBER IDEAS

TALL TALES

This month the children are to write about imaginary characters. This would be a great time to read fairy tales and crazy poetry. Enjoy this time together!

Read a familiar fairy tale then change a character or setting (Snow White in New York City).

You are a bird who is flying south for the winter. Tell about your trip.

You are the Thanksgiving turkey. Tell how you feel. Can you escape?

Your school desk has become alive! What will it say? What will it do? (Use other items in the classroom)

When you woke up you were only 12 inches tall! What will you do?

While you were at the grocery store the eggs began to talk to you! What did they say? What did they do? (Use other items from the store)

While you were walking home from school you found a box. When you opened the box a genie popped out and granted you three wishes! What would they be?

You started to rewind your VCR and found that you went back in time! Where did you go? What happened?

When you had your picture taken a ghost appeared in the picture. Where was it from? Explain who it was?

You look just like _____. Pretend that you traded places. Explain what fun you would have.

Draw a tree, etc. Then write a crazy tree poem inside the tree, etc.

Use pictures to talk about imaginary places. Write about a special place.

When you went out to play you sat in the swing. Then the swing began to talk to you telling you about a mystery that happened on the playground! Write about that mystery.

APPENDIX O

DECEMBER HOLIDAY MAGIC

DECEMBER HOLIDAY MAGIC IN KINDERGARTEN

Write a letter to Santa. Exchange with intermediate grade. Put letters in a "big book."

"What I Want For Christmas" Write down their choices. Have them draw a line under the animals and put a circle under the toys. Use junk mail and have children cut out their favorite choices and write name on paper.

Experience chart activity: **S A N T A**
Write down toys that start with each letter.

Draw presents under the tree. Discuss what is in each gift.

Write Christmas words on board. Have children use magazines and cut out letters to match Christmas words.

What does an elf do? What does Rudolph do?

Make Christmas cards.

Write Calvin Cat letters.

Wrap a box for Christmas. Write down what could be in in box.

Read a story and don't finish the ending. Discuss different ways the story could end.

DECEMBER HOLIDAY MAGIC IN THE FIRST GRADE

Book report. Read a Christmas story. Fill out a report:
The book is _____ (title). *
It is by _____ (author).
The book is about _____.
We liked the book because _____.
*Draw a picture about the book.

Christmas Rhymes. What will it be? *
I hope it's for me!
*Draw a picture.

Write a letter Santa Claus. Address the envelope.

Begin a story. They come up with an ending. Illustrate the story.

Write a story and illustrate:
-If I were one of Santa's Reindeer
-If I were an elf for Santa
-What if I were a present, what would I be?
-What if I were a Christmas tree?

Write an invitation to Santa Claus to come for Christmas at your house.
Write a thank you note for a gift or to Santa Claus for a gift.
Write and decorate a Christmas card to your family.
Wrap a box. Children write description of what is in the box or what they wish was in the box.

Christmas Picture Dictionary: Write Christmas words. Put a picture by each word and write a sentence for the word.

Look at a picture. Write a story about the picture.

DECEMBER HOLIDAY MAGIC IN THE SECOND GRADE

If you were a Christmas tree, how would you feel?

If you woke up on Christmas morning and there were no presents, how would you feel?

Following directions: Write a letter to Santa.
Dear Santa,
When you leave my present, you'll find your treat when you follow my directions. (Write directions)

Write a letter to Santa.

Write a Christmas card.

Write an invitation to Santa to come to a party at your house.

Write a thank you note to Santa thanking him for a special gift.

DECEMBER HOLIDAY MAGIC IN THE THIRD GRADE

Title Starters

What I Want Most for Christmas
The Night Santa Disappeared
Santa Overslept. Oh dear!
The Ninth Reindeer
Christmas in the Year 2000

Other Ideas

Have children write a paragraph giving Santa directions to their house from the North Pole.

Have children pretend they are Santa. One of the elves in Santa's workshop is sick and Santa must find a replacement. Have students write an ad for the "North Pole News" advertising for an elf to work in the workshop. Children should include a job description, salary etc..

Have children reseach the origin of some of our more common Christmas customs. (Decorating a Christmas tree, hanging a wreath on the door, exchanging presents, etc.)

Have children pick another country and do a report on how Christmas is celebrated in that country.

Read a Christmas story to the children, omitting the ending. Have the students write an ending to the story.

DECEMBER HOLIDAY MAGIC IN THE FOURTH/FIFTH GRADE

IMPORTANT DATES:

3 Illinois was admitted to the union in 1818 as out 21st state. Look up Illinois in a reference book. Give five more facts about Illinois.

8 The first New Year's greeting card was printed in Germany in 1840. Design a special New Year's card for your family.

9 The first roller skate was patented in 1884. Draw a picture of how you'd think a roller skate would look in the future. Describe how the skate would work and how it would look.

16 Today is the day of the Boston Tea Party. The American Revolution began to brew in 1773 when colonists dumped boxes of British tea into the Boston harbor to protest the high tax on tea. Pretend that you were one of the colonists who dressed like an Indian to dump tea. Look up the event. Write about your feelings of anger over the tax.

18 The fourth graders usually go to see **The Nutcracker,** a famous ballet based on a story by E.T.A. Hoffman. The ballet was written by Tchaikovsky and was first performed in St. Peterburg, Russia in 1892. Read about the ballet and pick a character. Describe your costume, how you practiced for the performance, and how you felt while performing.

Seasonal activities:

Fourth graders will answer letters to Santa sent by the primary grades.

If you could receive any gift what would it be? and why?

If you could give any gift what would it be? and why?

All the Christmas trees have been stolen. There will be no Christmas trees this year! What will happen? What will you use?

Write a "recipe" for Christmas joy.
1 cup of _____
2 tsp. _____
A pinch of _____
(add more ingredients)

APPENDIX P

JANUARY HINTS

JANUARY HINTS

FAMOUS LIVING AMERICANS

Here is a variety of ideas to help you in your creative writing projects. Remember that to be a creative writer you first must have a creative background, meaning many opportunities to share language and books. Those children who are apparently lacking in these background skills will need easier "writing" activities which may not include any writing at all! They may need to listen to a story and respond by drawing a picture, or look through an old magazine to find pictures showing various emotions, etc. PLEASE REMEMBER THAT THIS IS A WRITING ACTIVITY - DON'T WORRY THAT THERE MAY BE NO WRITTEN WORDS - BUT DO EXPECT A RESPONSE FROM EVERY STUDENT!

The writing committee hopes that you will utilize and enjoy these ideas. We urge you to read to your children and do some type of writing every day.

1. Name as many important people as they can (webbing)
2. Cut people's faces out and make a collage
3. Do puppet playlet
4. Make booklet of famous Americans
5. Listen to poem about famous people, occupations
6. Calendar study, what is a birthday
7. Songs about people
8. Paint pictures
9. Have children draw pictures of famous people
10. Sentence completion: Famous people are . . .
11. Write a letter to someone famous: movie star, musician, President, local personality
12. Read and talk about someone who is famous. Write a group book report.
13. Pretend you are going to interview someone famous. Come up with a page of questions you would ask. Then pretend you were the famous person answering the questions (could be done as a group)
14. Utilize local talent: School principal, Dr. Knight, ask for volunteers to be interviewed by class. Develop questions as a group then write individual reports.
15. Poetry: Write a poem about a famous person.
16. What would it be like to be on the winning Super Bowl team?
17. What would it be like to be on the losing Super Bowl team?

18. Expand on the letter writing to famous persons by having students exchange letters, then pretend to be the famous person whose name is on the letter. Have them write a story describing what their day would be like.
20. Have students write a descriptive paragraph about their favorite TV character, without actually naming them. Let student read paragraph aloud for other students to guess the identity of the TV star.
21. Have students pretend they are a famous inventor. They have just invented a wonderful new product. What is it? What does it do? Draw a picture.
22. Give students a list of two or three items. Allow them to add no more than two of their own items. Then have students draw and/or describe how their invention would work.
23. Show students a picture containing at least two famous people. Remove the caption and allow students to write what they think the conversation could be between the two people. (Intermediate - a great way to practice writing conservation!)
24. Use the newspaper to discuss a person who is currently in the news. Discuss the five "W's": who, why, where, what, and when for this famous person.
25. Write about a famous person that you would NOT want to be: generate list, then pick and write.
26. Teachers, bring in your own magazines and show and discuss articles on famous people.
27. TV assignment. Assign class to watch the news and bring in the name of one famous person. Have student give a brief oral report discussing person.
28. Think of your favorite animal, now turn that animal into a famous person. What would it be? Draw a picture and write a descriptive paragraph (Smokey, the Bear)

If you would have any more Famous Living American ideas please let us know. Please jot down your ideas and give them to any member of the writing committee. We appreciate your input. Also, be thinking about February's topic - biographies, past Presidents, Valentine's Day, Edison - February is jam-packed!

May your pen be filled with ink and your pencil always have a sharp point!

APPENDIX Q

FEBRUARY HINTS

FEBRUARY HINTS

BIOGRAPHIES

This is the month that we usually teach the special past Presidents of the United States. It is a great month for research, but remember not to limit yourself to only the Presidents. This is a perfect month for writing in the social studies area.

1. George Washington was born in 1723. Look up ten things that were invented since his birth.

2. The Civil War took place during Lincoln's presidency. Write seven facts about the Civil War.

3. Susan B. Anthony's birthday was in February (15(. Why was she famous? List ten facts.

4. Pick your favorite sport. Using a reference book list seven famous players who are no longer living.

5. Read a brief biography to the class. Do a group book report.

6. Invite local historians to come into the classroom and talk about famous local legends. Use a word web and write about the famous person.

7. Visit local museums to learn about local history. Write about the trip.

8. Using your social studies text, pick out a famous person and look up that person's history. Write a report.

9. YOU are a famous person! Write your own autobiography.

10. Using the newspaper, investigate someone who is presently in the news. Write that person's story.

11. Write a biography of a cartoon character. Tell his/her/its life story.

12. Write a biography of someone in your family.

13. Invite a senior citizen into your classroom. Previously develop a set of questions to ask the senior citizen. Write tnank-you notes to the senior citizen.

14. Write a biography of your favorite tv/movie star. Use research material.

15. Write a biography of your pet.

16. Invite another teacher or staff member into the class for an interview of their life. Then write a story about them. Send the teacher or staff member a thank-you note and a copy of the story.

17. You are living on another planet. Write your life story. Tell about the strange life you have.

APPENDIX R

MARCH HINTS

MARCH HINTS

WE MARCH AROUND THE WORLD

Get out those maps and globes, because this is the month for teaching geography and cultures with your writing program! Talk about children around the world and compare their needs with the needs of your children. How are they alike and different? This can be the core for your writing lessons. The use of films would be especially important this month.

1. If I won a vacation I would want to go to . . .

2. I have a magic carpet. It takes me anywhere I want to go.. Just last week I went to . . .

3. I live in the land of Ipsik. It is like no other place on earth. In Ipsik candy grows on trees and elephants are red. We even have . . .

4. I have a time machine. I wanted to see a dinosaur so I set the dial for 1,000,000 B.C. The machine whizzed and soon I realized that I had pushed the wrong button because now I am in . . .

5. Write a descriptive paragrah about the city where you live (describing).

6. Design a travel brochure advertising the city where you live (persuading).

7. Select a country to report on and give an oral report to the class (researching).

8. Select one of the countries the students has reported on. Compare the live of a child in that place with life in student's city.

9. Have each student pretend that they are living in the country they reported on. Have the students write letters to each other describing their country and themselves.

10. Pick a country with a similar landform: desert, plain, grassland, etc. Compare it to a place in the United States.

11. Pick a country from five different continents. Find a food that is special to that country. Write the recipes. Prepare one to share!

12. Using reference materials pick ten different countries. List main information. Capital, chief products, area, etc.

13. People wear different clothes in different parts of the world. Why? Give five examples.

14. People use different types of money all over the world. Use a reference book and name 20 different countries which have different money (currency).

15. Pretend you had to go to school in _____ (pick a place). Write about your day.

16. Each country has several famous landmarks. List 20 countries and their famous landmarks.

17. Where would you live if you could live anywhere in the world? Why? Explain your country and home.

18. Using your basal reader, pick a story that took place in another country. Investigate that country and add some information to the reading story based on your research.

19. Name and locate the capitals of all the countries in Europe (provide students with a blank map of Europe).

20. How does climate affect different countries? Use a map and locate five countries in a tropical climate and five countries in a very cold climate. Write about the differences in living in these countries.

APPENDIX S

APRIL HINTS

APRIL HINTS

REMEMBER WHEN

This is a busy month so the writing topics should be light and fun. Have students interview their family to find out information about themselves.

1. Write a story about how you remember your very first day of school.

2. Interview your parents and find out two funny things you did when you were a baby. Write about those things and to share with thje class (teachers, this is a good time to share a past experience of your childhood with the class).

3. Remember a food that you like now that you didn't like when you were little. What was it and why do you like it now?

4. Write about a place where you visited and really disliked. Tell why you disliked it.

5. Remember something you did that got you into a lot of trouble. Write about it and tell why you were in trouble. Tell why you would or would not do that same thing again.

6. Remember your favorite teacher. Write why he/she was your favorite.

7. You went on a great trip once. Where was it to and why was it so special?

8. Write a story about how you think your teacher behaved when she/he was in the same grade as you. Be sure to write a description of him/her.

9. Invite a veteran in the classroom to talk about war and what they remember. Write thank-you notes to the veteran.

10. Do research on past wars. Do reports for a bulletin board.

11. Invite school official into classroom to tell about his/her school experiences.

12. Do you remember second grade math? Write five math problems for the second grade.

13. Write about your very best Christmas. Why was it so special?

14. Remember something you did with an old friend. Write about that experience.

15. Pick a favorite story from the basal reader. Write why it was your favorite.

16. Everyone has a memory of something especially nice they did with their family. Write about that time.

17. Remember when you ate too much _____? How did you feel? What did you do?

18. Did you ever get lost? Tell about your experience and how you found your way back.

19. Once upon a time there were three little pigs. Write that story.

20. Can you remember the movie _____? Write an advertisement for that movie.

APPENDIX T

PRIMARY HOLISTIC SCORING INSTRUMENT

HOLISTIC SCORING CRITERIA

PRIMARY LEVEL

Grading scale will be Outstanding (O), Satisfactory (S), Needs Improvement (N), and Unsatisfactory (U).

	Organization	Language	Mechanics
O	1. Complete thought having beginning, middle and end 2. Definite references to characters 3. Logical solution to problem	1. Good oral interpretation 2. Descriptive language	1. Compose title 2. Second grade-few errors in grammar 3. Second grade-few errors in spelling 4. Second grade-Few errors in punctuation
S	1. Beginning and end to story 2. Reference to setting and/or characters 3. Solution to problem	1. Some story language 2. Second grade-Some run-on sentences	1. Compose title 2. Second grade-Some errors in grammar 3. Second grade-Some errors in spelling 4. Second grade-Some errors in punctuation
N	1. Beginning or end 2. Story not complete	1. An attempt at the story	1. Difficulty in interpretint message 2. No title or confusing title
U	1. Blank stare 2. Few word spoken or written on paper	1. Unable to communicate message 2. Second grade-garbled words not making sense	1. Unable to speak understandable sentences 2. Second grade-Grammar, spelling and punctuation errors interfere with message 3. No title

APPENDIX U

MAY/JUNE
HINTS

MAY/JUNE HINTS

HURRAY FOR SUMMER!

This is probably the most difficult time of the school year. We have the bodies but the minds are in the pool or on the ball diamond. So make the most of the situation by providing the children the opportunity to write about their anticipated fun experiences! Try to incorporate art activities into the writing lessons, have fun this month!

1. What will you do on the first day of vacation?

2. Pretend you won $500.00. Tell what you would do with the money.

3. You have won a contest and your prize is to be able to have all the ice cream you can eat. Explain where you will go, what kind of ice cream you will eat, and what happens! Draw a picture of you eating the ice-cream.

4. Your team has won the play-offs and you will go to _____ to play their team for the grand winner of the world. Tell how you will get there, about the game, where you did your sight-seeing, what you ate, etc.

5. When we have summer it is really winter in other countries. Find a country that has winter in June. Pretend you went for a visit. Explain what you did and how you prepared for the trip.

6. You work in a florist shop. The month of June has many weddings. One Saturday you have to get flowers to four different churches and your driver is sick AND your van breaks down. Explain what you do and how you get the flowers to the churches on time.

7. You have been selected by the United States Olympic committee to be a member of the _____ team. You will be participating in the next Summer Olympics. Tell how you will train and be a member of the team.

8. You have the choice of going on a vacation with your family or going to a college to learn _____. Which would you chose and why did you make that choice?

9. You have a chance to work in a store at the mall as an student assistant for the summer. Would you work? If so, which store would you pick, and why?

10. While you were riding your bike you spied a small package wrapped in brown paper. You pick it up take it home. When you unwrapped it you discover that it was a _____. What did you do?

11. There were three days left until summer vacation. Your teacher walks into the classroom wearing a chef hat and apron. You learn that the teacher will teach you how to make bread. Describe your experience and write your own recipe for bread.

12. My worst summer vacation was . . .

13. Draw a flowchart that explains how to make a peanut butter and jelly sandwich.

14. The best book I ever read was . . .

15. Write a descriptive paragraph telling how you felt when it was 101 degrees and you jumped into a swimming pool. Use plenty of adjectives to explain every sensation.

16. Using the words **summer** or **vacation** write a poem using the letters as the first word of the sentence.

17. Write a poem about your days in the _____ grade.

18. You went on a camping trip on an island. While you were sleeping your boat drifted out with the tide. Now you are stranded on the island. What will you do? How will you eat? Will you be saved? Maybe you will decide to stay on the island. Why would you do that?

19. You are at the beach building a fantastic sand castle. You are so busy that you don't notice the sand swirling around you. All of a sudden you are actually **inside** the sand castle that you made! What happened? What do you do? Can you get back to the beach?

20. You just watched a creepy movie on TV. It is storming outside. There is a tornado watch. All of a sudden the roof blows off your house and you are swept up in the tornado! When the tornado stops you discover you have landed in a strange place. No one speaks English. The people have green hair and three arms. Then one small person comes up to you and tugs at your shirt. You follow him to a palace where you see the supreme ruler. Tell the rest of the story.